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ABSTRACT

This document is comprised of the three 2000 issues of a newsletter disseminating information on the National Coalition for Campus Child Care Centers (NCCCC) and providing a forum for news, research, and information concerning campus child care centers. The February issue contains stories on stress and stress management, teachers' personal renewal, findings of the conference sitting questionnaire, and CCAMPIS child care grants, and information on the NCCCC annual conference. The June issue includes articles on the experiences of a new board member, board candidates' statements, appropriations for the CCAMPIS child care grant program, a profile of the Early Childhood Development Centers at Notre Dame and Saint Mary's College (Indiana), and a project to build communication links between campus-based child care centers. The Fall issue contains stories on federal appropriations for campus child care, and the 2001 NCCCC conference, as well as information on nominating NCCCC director of the year, NAEYC conference sessions presented by NCCCC members, and mentoring student teachers. Regular features include the NCCCC President's column, a column of tips for teachers, profiles of individual campus child care centers, information on NCCCC activities, and job listings. (KB)

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Campus Children's Centers News, 2000

Marion F. Newton, Editor

Volume 15, Numbers 1-3
February-Fall 2000

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PS 029 412

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FEBRUARY 2000
VOL. 15 NO. 1

Campus Children's Centers

PS 029412

NATIONAL COALITION FOR CAMPUS CHILDREN'S CENTERS

Early Childhood Staff and Families in Crisis

by Judy Harris Helm, Ed.D., Best Practices, Inc.

[Editor's note: Dr. Judy Helm will be a keynote speaker at NCCCC's Conference 2000 in Chicago, IL in April.]

Staffs of early childhood care and education programs face challenges today. Many programs have a high percentage of children in poverty, children who have had traumatic experiences, or children whose families are struggling with substance abuse. There is an increase in the number of children who are cared for by adults other than the parent and an increase in the number of children who are reported abused and neglected. The effects of violence on children are pervasive. It not only takes its toll on relationships and family systems but can result in long term separation. Neglect, abuse, and violence interrupt children's development causing delays and difficulty in learning. Often teachers and caregivers of young children are on the front line for intervening and supporting children and families in crisis.

However, staffs in many early childhood programs feel inadequate to meet the needs of children and families in these situations. They lack the knowledge and skills necessary for helping families obtain help and cope with crises. What can early childhood professionals do to work effectively with children and families in crisis?

1. The early childhood professional can learn about the effect of stress and crises on children's development and school achievement.

The caregiver needs to recognize that stress has a long-term effect on children's ability to think and process information. It affects their development and ability to master developmental tasks. Children will sometimes "grow up faster", becoming watchful and vigilant observers of the classroom environment. A caregiver may observe that these children have difficulty relaxing and playing with the other children. They may become easily upset at separations and changes in routine. These can be warning signs that stress is affecting children's development especially when they are accompanied with knowledge that stress or trauma is part of the child's life.

2. The early childhood professional can learn about the effect of stress on professionals who work with families in crises.

Working with children and families in crisis also affects the personnel of early childhood programs. Decisions often have to be made which have significant impact on children and families. There are often no easy or clear-cut solutions to many of these problems. The early childhood professional may have difficulty seeing a best solution. When a family is dealing with issues such as substance abuse or domestic

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President's Column

by Debra Carlson, NCCCC President

"Things won are done; joy's soul lies in the doing."
William Shakespeare, Troilus and Cressida

The seeds of today's National Coalition for Campus Children's Centers were sown thirty years ago, in the student activist campus climate of the University of California-Riverside. One woman, the chair of her child's parent co-operative, attracted and began to meet informally with a small group of campus child care professionals at conferences. Their goal was to promote quality child care on college and university campuses.

By the late 1970's, those early participants sought greater formalization of their group and a more professional focus for their organization. In 1981, under the leadership of another woman who taught courses and directed an early care and education center at Cleveland State University, the organization moved in a new direction and named itself the National Coalition for Campus Child Care.

Early leaders chose the word 'coalition' with deliberate care, as it connotes "many people working together to accomplish common goals." As a new campus program director, I attended my first NCCCC conference in 1981. It was held in Albuquerque, NM, and it was small. I felt as though I knew everyone and they knew me. We were clearly working together to accomplish common goals. Then, as now, we were talking about 'physical plant' issues and were forever 'looking under any rock' for funds! Today we continue to discuss our common goals: how our programs promote quality on campus and how we train and utilize work-study students as staff.

A hardworking volunteer Board of Directors governs NCCCC today, as it has since 1981. Please permit me to reflect on the past

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About Teaching and Teachers; Thinking about Teachers and the Curriculum

By William Ayers, University of Illinois
Excerpt from the Harvard Educational Review, volume 56, number 1, February 1986

[Editor's note: William Ayers will be a panelist at NCCCC's Conference 2000 in Chicago, IL in April.]

A newborn baby, two parents and a midwife give William Ayers occasion to reconsider the terms on which students and teachers might meet. What he learns is that unlocking potential and power in students yields personal renewal for teachers.

My friend Ana is a midwife who attended the birth of our first child several years ago. Knowing Ana, watching her work, and talking with her about her professional experiences has stimulated me to think about teachers in a different way and to consider the similarities between midwifery and teaching.

When we first met Ana she explained to us what her role would be in the coming labor and delivery of our baby. She talked about some technical aspects of birth, some routine interventions to anticipate, and some of the equipment backup systems she would have on hand. Finally, she said: "My skills and experiences can help you have the birth you want to have. The things I know can empower you."

Since then I've thought a lot about that statement: "The things I know can empower you." This view of the professional role is dramatically different from the traditionally accepted view. From the traditional standpoint, professionals are the powerful ones, the ones with the special knowledge and training that allow them to control and solve other people's problems. Teachers teach; lawyers litigate; doctors heal. The professionals are the active ones. They bring culture to the masses, remove tumors, and prescribe cures. Their clients receive ministrations passively, are educated, acquitted, or cured.

Yet this perspective allowed for little personal interaction. Communication of this view is trivialized and reduced to a tactical question of teaching style or bedside manner rather than being seen as the heart and soul of a relationship that can unlock potential and power. Of course, there are doctors who acknowledge the action of the body itself is the primary and essential healer, just as there are teachers who base their practice on an understanding that knowledge is acquired through an active process of construction and reconstruction. But it is interesting to consider how much of the language of professionalism is a top-down and inaccessible language of mystification and distance. Rarely is a professional person as clear as Ana was "My job is to empower you, to help you take active control and aid you in making the important choices".

Good Teachers, like good midwives, empower. Good teachers find ways to activate students, for they know that learning requires active engagement between the subject and "object matter." Learning requires discovery and invention. Good teachers know when to hang back and be silent, when to watch and wonder at what is taking place all around them. They can push and they can pull when necessary-just like midwives-but they know that they are not always called upon to perform. Sometimes the performance is, and must be, elsewhere; sometimes the teacher can feel privileged just to be present at the drama happening nearby.

Midwives make themselves available to mothers and babies. They do not schedule a birth, and they cannot rely on an abstract timetable. Rather, midwives are "on call," and they assume that in most cases the baby will ring when ready. Teachers also make themselves available to students. They, too, are on call, ready to seize the moment when a child is ready to learn or to grow.

In reference to a birth a midwife may say, "I witnessed a birth," "I attended a birth," or "I helped with a birth," a midwife will not say, "I had another baby." Similarly, good teachers are comfortable enough in their role that they do not confuse the central purpose or the major actors. They understand their own importance in the classroom, and they know that it is their own vital relationship with children that is at the heart of the educational enterprise. And so, without belittling themselves, they are able to communicate to their students in a thousand ways, "you are of central importance here," your work is honored here," "your discoveries and growth are respected here," and finally, "you are the very reason we are here."

Does all this prescribe a passive teacher, a teacher who merely observes and approves? Not at all. A teacher who empowers is likewise empowered. He or she becomes an actor and in interactor. Like midwives carrying the black bag of professional tools, teachers bring their constantly developing experiences, their growing sense of themselves and their work, and their ever-widening knowledge of both content and craft to their work.

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Congratulations to the following newly-elected Board members:

- Denise Buthion
- Gayle Dougherty
- Barbara Mezzio
- Marion Newton
- Earline Powell

Congratulations too, to our new Board Officers:
Jill Uhlenberg, President-Elect
Sherry Cleary, Treasurer
(filling vacancy left by Jill)

All will begin serving their terms at the conclusion of the Business Meeting at the Conference in Chicago in April.

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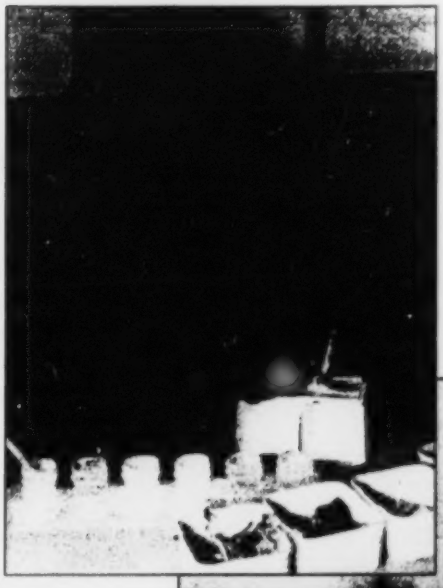
Much of what they bring is learned on the job, for in teaching, as in midwifery, there is only so much you can talk about before immersion in the work itself initiates a never-ending process of training and growing. Teachers accumulate experiences, skills, and techniques. They develop a repertoire that is complex, multilayered, and idiosyncratic.

Teachers, like midwives, must be improvisational and intuitive-no two births are exactly alike, just as no two classes, no two children, and no two learning situations are the same in every detail. Teachers build a reflective practice, a praxis, that matures and develops and deepens. Good teachers seek the proper balance between content and children, between curriculum and students' real-life needs, abilities, concerns, feelings, dreams and purposes.

Teachers, like midwives, are part of an ancient profession, one that is currently undervalued and misrepresented in our society, but one that can trace its roots back through antiquity to the earliest stirrings of civilization-to griots, healers, gurus and curanderas. In recent years our profession has struggled to base itself more firmly on modern scientific understandings and discoveries. Paradoxically, the more we understand about the science of teaching and learning, the more clearly we are aware, in the words of Philip Phenix, that it is "embedded in a mystique". The more we hear from the biologist, the geneticist, and the physiologist, the more we see how absolutely incredible birth is. The more we hear from the educational researcher, the learning theorist, and the developmental psychologist, the more we stand in awe of the learner.

When our first child was born and he came slipping and bawling into our world, all of us there that morning were overcome with joy, relief, exhaustion, and hope as we cried and laughed and hugged one another. Ana was crying too. How many births had she seen? Three Hundred? Five hundred? And yet she was willing to yield herself to the wonder, the mystery, and the magic of the event. Ours was an intimate relationship — like the relationship with a very special teacher — that would be short-lived and would never again achieve that kind of closeness or greatness. Yet Ana gave the moment its due, she gave herself to its meaning in our lives. This was not just a birth; this was the birth of our first child. Ana saw the moment as unique and maintained her awe, reverence, inspiration, and excitement — the very passions, as she once told me, that made her want to become a midwife in the first place.

I think that there is a relationship between Ana's serious dedication to empowerment, her faith in and commitment to others, and her ability to maintain her values and humane perspective on her work. Because she opens herself to surprise and change, she avoids the dulling habits that become the prelude to burnout. She assumes a shared world of responsibility and personal meaning and maintains perspective on accomplishment and fault. I think that meeting people on their own terms is, in part, an act of personal renewal.



Early Childhood Center,
Borough of Manhattan Community College,
New York, NY

Early Childhood Staff and Families in Crisis

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violence, solutions are not simple and changes do not occur overnight. Staff must recognize their own limitations and the effect that ongoing stressful situations can have on them personally. They can watch for the signs of stress in each other and take action.

3. The early childhood professional can learn how to reduce stress for children, families, and professionals.

Stress is not inherent in the situation but in the way that we, as individuals, react to stressful situations. The ability to handle stressful situations will vary from individual to individual. The early childhood professional can learn how to recognize stressful elements in the environment and learn how to adjust schedules and learning experiences so they are less harmful. Stress reduction techniques can be taught within the early childhood center for both parents and staff, and opportunities provided for practice of and support for mastering these techniques. A quiet area can also be provided within the early childhood environment where staff can get away and relax.

4. The early childhood professional can learn about and commit to reducing his/her own vulnerability to stress.

Although stress reduction techniques are helpful, the early childhood professional can also learn about and make a commitment to reducing his/her own vulnerability to stress. This includes maintaining a healthy lifestyle with adequate rest, good nutrition, a systematic approach to exercise, and a balance between work and relaxation. These will help the professional weather crises more easily and suffer fewer long-term effects such as illness and stress-related diseases. The professional will be better able to handle delays, regressions, and acute crises which will result in better care/education for young children.

5. The early childhood professional can develop resources for support and a plan for accessing support services.

When families are dealing with crises such as illness, death, abuse, neglect or violence the early childhood professional must realize that additional help and expertise will be needed in making decisions, developing a plan of action, and providing resources. It is helpful for the early childhood program to have an ongoing relationship with agencies and organizations that can provide these services. The heat of a crisis is not the best time for establishing a working relationship. Developing a relationship with an agency, inviting staff to visit, and meeting with personnel on a regular basis builds a community of support that can be beneficial to all parties. This can have a long-term payoff for families in crisis.

6. The early childhood professional can learn about and practice principles of effective collaboration.

Collaboration is not an easy task. When children and families are in crisis, the early childhood staff will be communicating and problem-solving with a number of other professionals and organizations. There are skills involved in collaboration and team-work that can be learned and there are methods that can be used to minimize overlap of efforts and reduce the amount of time required to share information. Taking the time to study the research on collaboration and establish ground rules will reduce turf issues and insure a smooth referral and support process.

7. The early childhood professional can learn about and practice good problem-solving strategies in crisis situations.

Problem-solving under stress results in less effective decisionmaking. Trying single-handedly to decide on a plan of action is less likely to result in the best plan. It is important for early childhood professionals to be able to work together as a group for problem solving. Staff of different backgrounds and training can provide insight and help in decision-making. It is important to learn how to systematically define the problem, share what is known about the type of crisis, share what is known about resources and collectively develop a plan of action. A good problem-solving strategy will also specify how communication will take place between different parties and set a time frame for evaluation of the plan's effectiveness after the crisis has passed so decisionmaking can become more effective.

8. The early childhood professional can learn about and practice recommended responses to specific family crises.

There is no reason for an early childhood professional to think how to meet the needs of everyone in each crisis on his/her own. It is not necessary to "reinvent the wheel" when it comes to knowing the best way to handle a crisis like the death of a grandparent. There are many resources and training materials that will help an early childhood staff to learn about such issues as homelessness, incarceration, substance abuse, and death. The early childhood program can develop a resource library of materials that can be accessed quickly when needed. Special attention can be given to crises that occur frequently in that particular center. For example, an early childhood staff in a neighborhood where gang violence is common can make a special effort to learn about it, develop a plan of action to keep the children safe, and supply materials to help parents deal with the problem at home.

Early childhood professionals can't often alter the fact that our children and their families will face challenges and crises. They can, however, prepare themselves by developing the knowledge, skills and competencies that will enable them to support children and families, and to handle the stress of their very important job.

Recommended References on Children and Families in Crisis

Koplow, L., Unsmiling faces: How Preschools Can Heal, Teachers College Press, 1996

Kotulak, R., Inside the Brain : Revolutionary Discoveries of How the Mind Works, McMeel:1997

Lewis, S and Lewis, S. K., Stress-Proofing Your Child. Bantam Books, 1993

Miller, K., The Crisis Manual for Early Childhood Teachers, Gryphon House, 1996

Monahon, C., Children and Trauma: A Parent's Guide to Helping Children Heal, Lexington Books, 1993

Results of the Conference Siting Questionnaire

NCCCC members were given the opportunity to express their preferences regarding the siting of the annual conferences. Questionnaires were distributed at the 1999 Conference in San Francisco and the questionnaire was also published in the October 1999 issue of the newsletter. We received nearly 100 responses, the results of which are summarized below. As NCCCC plans for future conferences, it will be very helpful to consider the wishes and needs of its members. Thank you one and all for taking the time to respond!

Questions	Yes	No	Blank	Comments:
Are you more likely to attend when close to home?	31	37	9	• Some members mentioned money as a factor when referring to these.
Do you prefer to travel?	65	3	11	• Not a preference but enjoy seeing other states.
Do you prefer a resort?	37	33	21	• Then there are things for family members to do • Probably too expensive • Gives more opportunity for family activity • Would be fun • Might be nice, I never attended one • Every few years would be nice
Is the city an important factor?	34	38	7	• Cost is a much bigger factor • It helps • Very important

Cities identified as desirable locations for an NCCCC conference	**Boston**	**Phoenix**	**DC**	**Seattle**	**New York**	**Atlanta**	**Denver**	**Orlando**
	21	9	15	17	13	7	9	5
	San Francisco	**Salt Lake**	**Portland**	**New Orleans**	**Santa Fe**	**Miami**	**Key West**	**Myrtle Beach**
	9	2	11	15	4	5	2	4
	San Diego	**San Antonio**	**Baltimore**	**Oklahoma City**	**Houston**	**Dallas**	**Minneapolis**	**Cincinnati**
	5	4	2	4	2	2	5	2
	Philadelphia	**Nashville**	**Amelin Island**	**Cruise**	**Hilton Head**	**Florida Region**	**Tucson**	**LA**
	2	2	1	2	1	1	1	2
	Toronto	**Montreal**	**Milwaukee**	**Chicago**				
	3	1	1	3				

Would it be helpful to rotate regions?	**Yes**	**No**
	76	6
Is it important for the conference to be in Washington, DC?	69	11

How frequently?	**Every 4 years**	**Every 5 years**	**Every 6 years**	**No Answer**
	48	22	2	16
What is the best month to hold the conference?	**February**	**March**	**April**	**May**
	13	39	63	22

Comments:

- February is bad flying weather
- Graduation in mid May
- Not during WOYC in April
- Not last week of April and first of May
- April and May bad because it is end of semester
- Early to mid March but not late because of spring break
- May interferes with end of school year and February is too early in the year
- May is end of semester

Least useful aspects of an NCCCC Conference:

- Workshops on research
- Planned entertainment
- Not having backup presentation for cancellations
- Extra-curricular
- Exhibits
- Redundant exhibits
- Annual meeting
- Lack of handouts

Things I am Looking for from the conference:

- Wider range of workshop topics
- Grant writing
- Comparison study with wages
- New ideas on a higher/deeper level
- More efficient paid staff
- More site visits
- More specific needs workshops
- Better organization
- Hands-on workshops related to lab schools
- Longer sessions
- Policies and procedures
- Sessions designed for veteran directors

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NCCCC Affiliates Become Chapters

By Debra Carlson, NCCCC President

The Board of the National Coalition for Campus Children's Centers has changed the name of regional and/or local gatherings of members from Affiliates to Chapters. The decision was made following a great deal of discussion among NCCCC members and Board members at our conferences in St. Louis in 1998 and San Francisco in 1999.

The most troubling aspects of the old structure were the nomenclature and the potential risk for exposure to liability of NCCCC by Affiliates. According to The New American Heritage Dictionary, the term affiliate describes an organization associated with another in a **subordinate** relationship. The Board does not view Affiliates as subordinates, nor does it wish to govern these local groups. When we listened to the roundtable discussions in San Francisco, members of NCCCC's current Affiliate groups articulated a variety of benefits of, and desired outcomes for, regional/local groups. These vital activities can best be conducted by Chapters, which are defined as local branches of an organization. Chapters will function independently of NCCCC; there will be no application process, NCCCC will not fund Chapters, and there will be no requirement to submit annual reports.

All former Affiliate groups will be considered Chapters and NCCCC will actively support the formation of new Chapters to meet the needs of campus child care professionals throughout the United States. If there is not a Chapter in your area and you wish to form one, consult your NCCCC membership directory for other members to team up with. You are also cordially invited to attend the NCCCC Annual Conference, from April 12 through 15, 2000 in Chicago, IL where time and space will be designated for Chapter meetings. On Friday April 14th, the continental breakfast service will invite networking by geographical area, and from 4:30 – 6:00 p.m. space will be identified for regional groups to meet. These will be good opportunities for you to connect with your old 'Affiliates'/now Chapters, and to form new Chapter alliances where there were none.

If you have additional questions about Chapters, current or future, you can contact NCCCC's Board liaison for Chapters, Bernice Garner at (314) 951-9440.

Reports from Chapters

(formerly known as Affiliates)

By Bernice Garner, NCCCC Liaison to Chapters

Several local/regional NCCCC groups are actively working to promote professional development and provide networking opportunities for their campus children's centers colleagues. They are:

Chicago — hosting the NCCCC Annual Conference that is scheduled April 12 through 15, 2000.

New York — planning the 2001 Annual Conference in New York City, from March 28 through 31.

Missouri/Illinois — hosting a Campus Child Care track at the Mid-West AEYC Conference in St. Louis on Friday, March 3, 2000 and a reception that evening for campus child care professionals. The workshop topics and presenters include:

1) Collaboration For Inclusion, *Paula Loria and Nancy Crystal;*

2) Supporting Young Parents in Your Program, *S. LaVern Wilson and Paula Loria;*

3) How to Get Resources, Contributions and Financial Support Outside of Grants, *Carol Irving and Panel Presentation;*

4) Benefits of Intergenerational Collaboration, *Vicki Rosebrook and Tiffani M. Murray;* and

5) Effective and Efficient Staffing, *Earline Powell and Janet Anich.*

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* Retired

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12 months' accomplishments of the board, to complement the above reflections on the organization's 30-year past.

Our electronic communication capabilities to all members have excelled:

- We have a dynamic web site located at http://ericps.crc.uiuc.edu/n4c/n4chome.html, which has many features including links to other sites, membership applications, conference updates and programs, a position description posting service, a host of timely and important information, and a full-text search capability.
- We have an electronic discussion group, or listserv, where members can get prompt answers from their colleagues about the myriad issues and questions they have. If you have not participated in the listserv discussions, I certainly encourage you to do so immediately. Instructions for joining are available on the web site and in this newsletter.

More and more, we are being recognized as the national voice and experts on campus issues related to children, as evidenced by three outstanding accomplishments:

- Our November 1999 membership level is at an all-time high of 439! We take this as a sign that you approve of what we are doing. The Year 2000 membership drive is underway, so please complete and return your membership application immediately.
- Through advocacy, organizing, and lobbying, NCCCC was instrumental in promoting passage of the Child Care Access Means Parents in School program. This summer, a total of $4.9 million in grants were awarded to 87 colleges and universities to help low-income student-parents attend college by providing them with campus-based child care services. Thanks to all of you who assisted Todd Boressoff, NCCCC Public Policy Chair, in these efforts. It would not have happened without you.
- In the last six months, NCCCC has collaborated twice with the National Association of Campus Auxiliary Services (NACAS) by making presentations at their professional conferences in Colorado and Texas. NCCCC board members and Emeritae were invited to share our collective professional expertise with an entirely new audience. The response from NACAS members indicates that they will continue to look to us to inform them about the issue of early care and education on college campuses.

We continue to fine tune our administrative delivery:

- The organization's By-Laws were updated and rewritten by the Board, and approved by the members at the conference in San Francisco. The Board has also completely updated and revised the accompanying Policies and Procedures to ensure that our practices and policies are consistent with one another.
- A new campus care track will be featured at the Midwest AEYC Conference to be held March 1 – 4, 2000 in St. Louis, MO. This is an initial foray into the realm of sponsoring more regional professional development opportunities for both conference participants and for members who wish to share their professional expertise.

Finally, there are two new print opportunities for you:

- The second installment of our new newsletter feature, the Teacher's Toolbox, is included in this issue. We trust you will find it as valuable as the October one concerning substitute teachers.
- Our newest publication, *Maintaining Standards while Inviting Research and Observation,* by Nancy K. Freeman, is available for order through the Central Office.

These are highlights of what the board has accomplished in the last year. Just as "joy's soul lies in the doing" however, we have exciting and timely plans for the new year and the new decade:

- We will conduct a longitudinal study to determine the impact of campus children's centers on all constituents.
- We will work tirelessly to continue to dismantle the artificial dichotomy between child 'care' and 'education'.
- We will again collaborate with NACAS on a professional development conference.
- We will update our past publications and solicit manuscripts for new ones, as we continue to develop the campus care and education knowledge base.
- Finally, prepare for CAMPUS Child Care Funds; the "Second Wave". We will once again be calling on your advocacy skills to secure additional federal funds for campus child care programs.

On behalf of the entire board of directors, WELCOME to the Year 2000. We look forward to doing our work joyfully on your behalf and that of the organization. We are indeed many people working together to accomplish common goals.

REPORT FROM CHICAGO

By Marion Newton

Members of the Clearinghouse/ Publications committee met for a working weekend in Chicago January 28-30, 2000. In addition to affording us an extremely productive work session (reviewing existing and planning for new NCCCC publications) it gave us the opportunity to check out the newly relocated Central Office and the 2000 Conference Hotel.

NCCCC's Central Office moved recently from the Michigan Avenue address to a bright and attractive loft space on East Hubbard Street. On Saturday morning we toured the office, which is comprised of a reception area, a series of individual offices, a good deal of storage space, a small kitchen, and a roomy conference area. The office is neat and well organized. Several office staff members came in to meet with us. Judi Burnison, the head of the management firm, was our gracious hostess and tour guide. Michelle Rankin, receptions/communications, talked to us about publication inventories and rate of sale. Bertha Barden, controller, delivered the Treasurer's packet and monthly expense reports. We were each provided with a complete set of NCCCC publications to work with.

The Regal Knickerbocker is an elegant and wonderfully gracious hotel. Our rooms were beautifully appointed, the service was excellent and the food in the restaurant was artistically presented and delicious. We were able to tour the conference facilities: the amazing crystal ballroom and the meeting rooms. We will be comfortably and stylishly accommodated during the conference in April!

Center Profile

Chicago Commons Nia Family Center

Address:
744 North Monticello
Chicago, IL 60624
Phone: (773) 722-0115

Site Director:
Janice Wood Sanders

History:

The Nia Family Center is run by Chicago Commons, a large social service agency that also runs six other programs. Enrollment is open to members of the immediate and surrounding communities. The center serves a large number of working parents, teenage parents continuing their education, and those involved in back-to-work programs.

The Chicago Commons Nia Center is inspired by the principles of the Reggio Emilia approach to Early Childhood Education. It provides subsidized care and education to 216 children from 6 weeks to 12 years and Head Start Services to 34 preschool children.

Facility:

The facility was built in 1994, with funding from the Illinois Facilities Fund and in collaboration with the Chicago Commons Child Development Director. The influence of the Italian schools is evident throughout the environment — from the building itself, the use of space, the soft tones, natural light, windows between rooms, plants and fish tanks, mirrors, light tables, documentation boards, and studios.

Staff:

Chicago Commons invests heavily in staff development. Classroom staff come to the program with a variety of backgrounds and experience and, in most cases, meet or exceed state requirements. A studio coordinator is on staff to share knowledge and support about how materials and the environment impact the learning process for children and adults. There is also extensive, on-going staff development with regularly scheduled time for teachers to reflect, share different perspectives, plan and revisit ideas. Weekly team meetings occur with the teachers, the family workers, site directors, education and studio coordinators.

Budget:

The school is located in the inner city in a low-income area and is government funded. Funding sources include: Head Start, the Illinois Department of Human Services, the State Board of Education Pre-Kindergarten, and the Day Care Homes Network.

Philosophy/Curriculum:

The key elements of the educational approach are expressed as follows:

Image of the Child: The child is seen as rich, strong and powerful, with capabilities, interests and potential. The child is curious about the world and wants to be social with others as knowledge about the world is constructed.

The Environment: The environment is seen as a teacher. It is an attractive place that is much like home. Children are given frequent opportunities to explore and interact with interesting objects (mirrors, lighting and nature). Commercial displays are discouraged. Documentation of children's thoughts, ideas and feelings will be found throughout the centers.

Use of Symbolic Representation and Expression: A variety of means are used to help children construct, express and reflect upon their thoughts, theories and feelings about a topic or study in many languages.

Use of Projects: After careful and thoughtful observation and documentation, in-depth studies of a particular topic of interest to the children often occur. These studies may last from one week to three months.

Working Collaboration: Work is done in small groups where children share their own perspective, hear other's perspectives, negotiate, cooperate and make decisions within the group.

Documentation: Documentation and display of children's thoughts, ideas, or actual growth and construction of knowledge over a period of time occurs through such forms as photos, video taping, actual work, dictation, etc.

Staff Development: Adequate time is given for staff to reflect, plan, and discuss with others.

Emergent Curriculum: Careful observation and knowledge of children's interests and capabilities guide the curriculum.

Editor's note: *The Chicago Commons Nia Family Center will be one of the programs that can be toured during the NCCCC Conference in April.*

Campus Children's Center News

Volume 15, Number 1 February 2000

Editor: Marion F. Newton, State University of New York System Administration, Albany, NY

Issue Editors: Vita Bates, Moraine Valley Community College, Palos Hills, IL
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Views expressed or implied in NCCCC News are those of the authors and are not necessarily those of NCCCC.

Child Care Access Means Parents in School Program: *THE SECOND WAVE!*

Expanding Appropriations

By Todd Boressoff, NCCCC Public Policy Chair

This past Fall Vice President Al Gore announced $4.9 million in child care grants to 87 colleges and universities. The grants, under the Child Care Access Means Parents in School Program (CCAMPIS), help low-income student-parents attend college by providing them with quality child care on campus. The announcement was wonderful news for parents and children in the colleges winning the grants. And it was wonderful news for the National Coalition for Campus Children's Centers, who spearheaded the enabling legislation and the drive for appropriations. Thirty-six percent (36%) of those receiving awards were NCCCC members and they were awarded 41% of the funds.

This year, however, no additional programs were able to apply because the original funding to each college was for four consecutive years and no new funding was appropriated. It is time to go to work again if the program is to have its intended broad national impact.

IT IS TIME FOR CHILD CARE ACCESS MEANS PARENTS IN SCHOOL, *THE SECOND WAVE!*

In the first CCAMPIS grant go-round (for FY 1999 – 2000), there were over 1,500 requests for applications. Even on very short notice, 220 colleges managed to submit applications. Staff at the Department of Education reported that most of the applications were of very high quality, with the cut-off score for winning grants in the mid-nineties. Many more campuses would have been awarded grants had more funding been available. If only 750 of the nation's 3,000 colleges and universities were to win awards, ***$45,000,000 would need to be appropriated in 2001–2002*** (based on an average grant of $58,000). This coincides with the act's authorization.

Senator Christopher Dodd, one of the initial co-sponsors of the CCAMPIS legislation, and the United States Student Association have already gone on record as supporting a $45,000,000 appropriation. The Department of Education is presently determining its budget priorities and is likely to press for a significant increase as well.

For the last year and a half NCCCC has concentrated on the implementation of the CCAMPIS program and providing technical assistance to grant recipients. Now that systems are in place, however, we need to refocus our advocacy efforts to support a significant increase in funding for the program. Here is some of what we plan to have available for you:

- A ***SECOND WAVE*** kick-off workshop at the NCCCC Conference in Chicago.
- New Fact Sheets to assist you in advocating for increased appropriation, to be made available on the web page and as e-mail attachments.
- Timely notice of which legislators to contact and when, and their contact information.
- Sample letters and other materials to use in convincing legislators and others to support expanded appropriations.

To be sure to get this information you need to do two things: Go to the NCCCC web page, at http://ericps.crc.uiuc.edu/n4c, and sign up there for our list serve: CAMPUSCARE-L. Just click and follow the instructions.

For those learning about the CCAMPIS Grants for the first time, here is how they work. Each college or university may apply to the Department of Education for up to one percent of its prior year's Pell Grant expenditures. Any institution with at least $350,000 in Pell Grant funding is eligible. Grant funds are to start-up, expand or operate campus child care programs and they are for *four years*. Many more details about the grant are available on NCCCC's web page.

Vice President Gore has said: "No parent should have to choose between taking care of their children and furthering their education." But for these grants to begin to truly meet the needs of student parents and their children, the Child Care Access Means Parents in School Program will need its full $45,000,000 appropriation.

Let's do it again!

NCCCC on the Internet

Visit our web site at:
http://ericps.crc.uiuc.edu/n4c

We hope you will subscribe to our discussion group, **CAMPUSCARE-L**, and actively initiate and monitor conversations with other early childhood campus child care professionals on a regular basis.

To subscribe to **CAMPUSCARE-L**, send an e-mail message to:
listserv@postoffice.cso.uiuc.edu

Leave the subject line of the message blank. In the body of the message, type: **subscribe CAMPUSCARE-L Your-first-name Your-last-name** in the first line of the message area and send the message. Do not add your signature. You will be notified that you have been added to the list and will be provided with additional information at that time. Once you have subscribed to the discussion group, send messages that you want all list members to read to: **CAMPUSCARE-L@postoffice.cso.uiuc.edu**.

Call for Nominations

We are requesting nominations for individuals to serve on the NCCCC Board. In accordance with policy, the length of the term will be three (3) years.

Nomination Process for NCCCC:

1. Call for nominations:
   a. Nomination forms must be completed and sent to the nomination chair postmarked by **March 10, 2000.**
      Self-nominations are encouraged.
   b. Nominees must be current NCCCC members and must have attended at least two of the last four NCCCC conferences.
   c. The Nominations Committee Chair will contact all nominees and ask them to send a current resume and a 150-word statement in a timely fashion.
2. The Nominations Committee will schedule a group interview on Wednesday, April 12, 2000 at the Regal Knickerbocker Hotel, Chicago, IL. Nominees must be present for the interview, or they can not be considered for a Board position.
3. The Nominations Committee will submit a slate to the NCCCC Board on Wednesday, after the interviews and before the first conference session in Chicago.
4. Nominees will be introduced at the Chicago Conference so that they may be available to the members who are at the conference.
5. Ballots for elections will be mailed to the general membership no later than **December 2000**.
6. New board members will take office at the conclusion of the NCCCC Board Annual Meeting in New York, NY in April 2001.

Responsibilities of NCCCC Board Members

Board members shall:

1. Serve as active participants and support the mission and goals of NCCCC.
2. Attend the semi-annual board meetings at the spring NCCCC Conference and the fall NAEYC annual conference, in addition to the annual Business Meeting.
3. Serve as chairperson or member on committees as appointed by the President.
4. Assist in the training of newly appointed/elected Board Members-at-Large.
5. Prepare and submit a written report of activities to the semi-annual meetings.
6. Suggest, support and/or participate in the work of all committees.
7. Suggest, support, and/or participate in appropriate research activities and projects.

NCCCC offers board members a reduced registration fee at the annual conference; all other travel and accommodations are the responsibilities of the individual.

NCCCC believes that the honor, responsibility, and professional growth that come from serving on the board is of such value to individual child care programs and institutions of higher education that the appropriation of the resources from the individual programs to fulfill these responsibilities enhances each individual program and institution of higher education, rather than taking resources from the institutions and/or programs.

Nomination information required:

Nominee's name: _____ Nominator's name: _____

Nominee's address: _____ Nominator's address: _____

_____ _____

Nominee's phone number: (_____) _____ Nominator's phone number: (_____) _____

Reason for nomination: _____

_____

_____

_____

_____

Please send nomination information to:

Nancy Sayre
Clarion University
Earl L. Siler Children's Learning Complex
Clarion, PA 16214
Phone: (814) 226-2209
Fax: (814) 226-2558
E-mail: nsayre@vaxa.clarion.edu

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Charting Our Course For the 21st Century

April 12–15, 2000

National Coalition for Campus Children's Centers Conference 2000

at the

Regal Knickerbocker Hotel

Chicago

Annual Conference
April 12-15, 2000

Charting our Course for the 21st Century

Early Childhood Teachers and Students

Join the National Coalition for Campus Children's Centers Conference participants on Saturday for an intensive professional development experience in Chicago at the Regal Knickerbocker Hotel.

April 15, 2000

7:30 a.m. to 8:30 a.m. Continental breakfast and networking

8:30 a.m. to 9:30 a.m. Keynote: Jim May, Storyteller — The stories of children live in the hearts of teachers, just as the stories we tell live in the memories of children and are passed from one generation to another.

9:45 a.m. to 11:00 a.m. Workshops

• Hair Styling the Project Approach Way • Who Says All they Do is Play? • The Arts in an Inclusive Early Childhood Program: Erasing Differences • Sensory Tables for Infants, Toddlers and Preschoolers • "Did You Hear That?"— Helping Children to Understand Diversity • Jump, Kick, Throw…Ready, Set, Go

11:15 a.m. to 12:30 p.m. Workshops

• The Project Approach with Infants and Toddlers • Science Is… • Grief and Loss During Childhood • The Use of Support Assessment in a Multi-Age Program • Boys in Tutus, Girls in Hard Hats • Documenting Children's Work • Nurturing Children and Families in Violent Times

12:30 p.m. to 2:00 p.m. Lunch with Susan Salidor — "Music for Young Children" — Susan will motivate you to integrate more music into your early childhood curriculum regardless of your music background.

2:15 p.m. to 3:45 p.m. Workshops

• Exploring Project Work • Creating a Children's Garden • Supporting Working Mothers • Teaching in a Flexibly Scheduled Preschool Classroom: Success with Sanity • Creative Movement • Inclusion of Children with Special Needs in a Multi-Age Program

Saturday Only: ***Conference Registration — $90.00*** Includes breakfast, keynotes, workshops and lunch.

For information about grants or workshops contact Vita Bates
• phone: 708.974.5729 • fax: 708.974.0974 • e-mail: bates@moraine.cc.il.us
For all other inquiries contact Kari Gilles at 312.431.0013 or 800.813.8207
Complete conference information also available at our web site: http://ericps.crc.uiuc.edu/n4c

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Teacher/Student Day Registration Form

Name _____ Affiliation _____

Address _____ City _____ State _____ Zip _____

Phone (Day) _____ Fax _____

Breakfast, Keynote, Workshops and Lunch $90

Payment enclosed (Make checks payable to NCCCC) $ _____ Check # _____

or Credit Card ☐ VISA ☐ AMEX ☐ M/C # _____ Exp. _____

Name on Card _____ Signature _____

Mail or fax this form with payment to:
National Coalition of Campus Children's Centers
11 East Hubbard Street — 5th Floor
Chicago, IL 60611
FAX: 312.431.8697

Conference at a Glance

Wednesday April 12, 2000	Thursday April 13, 2000	Friday April 14, 2000	Saturday April 15, 2000
MORNING			
7:00 to 9:00 AM— **Breakfast on Your Own** 7:00 AM to 6:30 PM— **Pre-Registration Materials Pick-Up & Onsite Registration** 9:00 AM to 4:00 PM— **Preconference Intensive Sessions with Lunch for Full-Day Attendees**	7:00 AM to 4:00 PM— **Pre-Registration Materials Pick-Up & On-Site Registration** 7:15 AM to 4:00 PM— **Exhibit Hall Open** (one day only) 7:15 to 8:15 AM— **Continental Breakfast** 8:15 to 9:15 AM— **Keynote Panel Discussion** 9:30 AM to 12:15 PM— **Morning Workshop Sessions**	7:00 AM to 7:30 PM— **Pre-Registration Materials Pick-Up & On-Site Registration** 7: 15 to 8:15 AM— **Continental Breakfast and Networking** 8:30 to 9:45 AM— **Early Morning Workshop Sessions** 10:00 to 11:30 AM— **Morning Keynote** 10:00 to 11:30 AM— **Access Meeting**	6:45 to 10:00 AM— **Pre-Registration Materials Pick-Up & On-Site Registration for Teachers and Saturday Attendees** 7:30 to 8:30 AM— **Continental Breakfast and Networking** 8:30 to 9:30 AM— **Keynote** 10:00 AM to 3:00 PM— **Campus and Museum Tours** 9:45 AM to 12:30 PM— **Morning Workshop Sessions**
AFTERNOON			
12:00 to 1:00 PM— **Lunch and Networking** 1:00 to 4:00 PM— **Full-Day Sessions continued** **Half-Day Session**	12:30 to 1:00 PM **Lunch and Networking** 1:00 to 2:00 PM— **Business Meeting followed by Dialogue with the NCCCC Board** 2:15 to 5:00 PM— **Afternoon Sessions**	11:30 AM to 1:15 PM— **Lunch on Your Own and Networking** 1:30 to 3:00 PM— **Access Meeting continued** 1:30 to 4:15 PM— **Afternoon Workshop Sessions** 4:30 to 6:00 PM— **Chapter Meetings**	12:30 to 2:00 PM— **Lunch and Networking for Teachers** (Regular conference attendees who choose not to go on tours may attend for a fee) 2:15 to 3:45 PM— **Afternoon Workshops**
EVENING			
6:00 to 9:00 PM— **Opening Reception Buffet** **Munch & Mingle** **Welcoming Address** **Director of the Year Award Presentation** **Exhibits Open**	5:00 to 6:00 PM— **Evening Reception Honoring the Chicago Accreditation Partnership** **Cash Bar and Snacks** 6:15 to 7:15 PM— **Entertainment** **Child's Play Touring Theater** 7:30 PM— **Dinner on Your Own**	6:30 PM—**Hosted Dinners**	

Keynote Speakers

Thursday, April 13, 8:15 to 9:15 AM

Panel Discussion: The Role of Campus Children's Centers in Preparing Teachers for the 21st Century

The panel will explore the leadership role of campus children's centers and programs in teacher preparation. The influence of the political, social and ethical climate of the next century will be discussed.

William Ayers is a school reform activist, Professor of Education, and Senior University Scholar at the University of Illinois at Chicago. He is co-director of the Small Schools Workshop, co-founder of the Annenberg Challenge in Chicago, and Co-chair of the Chicago School Reform Collaborative. He has written extensively about the importance of creating progressive educational opportunities in urban public schools. His books include *To Teach: The Journey of a Teacher, 1993*, and his latest book *A Kind and Just Parent: The Children of Juvenile Court*.

Barbara Bowman is one of the founders of Erikson Institute. She is an authority on early education, having had experience teaching at both preschool and primary levels. At Erikson Institute, Bowman teaches courses in early childhood education and administration and supervises practice teachers. She is a frequent speaker at early childhood conferences and at universities in the United States and abroad. Her specialty areas are early education, cultural diversity, and education of at-risk children. Her most recent work has been with the Chicago Public Schools where she provided in-service education for teachers in inner city neighborhoods. She currently serves on the Community Initiatives Program of the Chicago Community Trust, and chairs the Committee of Early Childhood Pedagogy for the National Research Council.

Florence B. Munuz is a Professor of Early Childhood Education at Oakton Community College where she has been a primary supervisor of Early Childhood Education student teachers for over 20 years. In 1984, she received an Outstanding Teacher Award. In 1990-91, she was awarded a Fulbright Teacher Exchange and taught at Manchester Community College in the U.K. Currently, she is a C.D.A. trainer for Early Intervention Head Start in Evanston, Illinois and is a consultant for Home Daycare Network and Childcare of Evanston. In addition, Professor Munuz conducts workshops in the community for teachers and parents in child care centers.

Friday 10:00 to 11:30 AM

Judy Harris Helm, Ed.D

Violence: What is it doing to our children and families and what can we do about it?

Unfortunately violence is a part of many of our young children's lives. Some of our children experience violence first hand, some see violence in their families, and some live in supportive families but experience violence in their community. All children, no matter where they live, are also in danger because of violence on media. What is the effect of violence on children and families? How does it affect brain development? What can we do to prepare for the likely prospect that one of our children or families will turn to us for support and advice about dealing with violence.

Judy Harris Helm, Ed.D., began her career as a teacher, and eventually became a professor at Bradley University. She served on the Task Force for the design of the Valeska Hinton Early Childhood Education Center, a state-of-the-art urban collaboration school. She now has her own consulting firm, Best Practices, Inc. and is a visiting professor at the University of Illinois. She is co-author of *Windows on Learning: Documenting Children's Work* and the new book, *Young Investigators: The Project Approach in the Early Years*.

Saturday, 8:30 to 9:30 AM

Jim May, Storyteller

Teacher Memories We Hold Close in Our Heart

Telling stories is the most basic way that humans of all ages express language, form relationships, and shape our perceptions of life. Telling and listening to stories not only provides a cognitive foundation for further language development, but also builds the earliest network for social intercourse. We humans "live in narrative." The stories of children live in the hearts of teachers, just as the stories we tell live in the memories of children and are passd from one generation to another.

Jim May is a "master storyteller." He has been featured at storytelling festivals throughout the USA and Wales. He is co-founder and Executive Director of the Illinois Storytelling Festival, Inc. In 1989, May was awarded the Chicago Emmy Award for his story *A Bell for Shorty*, and has recently written *The Farm on Nippersink Creek*. In it he combines a child's sense of awe and freedom with an adult's awareness of life's stickier complexities.

Saturday, 12:30 to 2:00 PM

Susan Salidor

Lunch with Susan Salidor

Susan Salidor is an award winning children's music composer, performer and teacher. Recordings include *Little Voices in My Head* (1995), *Susan Salidor: By Heart (1996)*, *Color Me Singing* (1998) which is the recent winner of a 1999 Parents Choice Gold Award for Audio and an Oppenheim Toy Portfolio 2000 Platinum Award. Susan is a favorite among attendees at professional conferences throughout the country. Her *Sure-Fire Hits* training cassette and booklet is also available. All of her recordings for children and their families are carried nationally by Borders Books and Music, distributed by Rounder Kids.

Intensives

FULL-DAY

Wednesday, April 12, 9:00 AM to 4:00 PM (LUNCH INCLUDED)

1. **New Director's Day**
   Are you a new director of a campus children's center? Is your institution contemplating opening a children's center on your campus? Seasoned directors will share their experiences and knowledge in managing successful children's programs.

2. **The Project Approach: Introduction and Simulation—A Hands-on Experience!**
   Dr. Eileen Borgia, Governor's State University
   During this session, beginners and those with some background—who would like to try project work with a group of adults—will experience the process of conducting a "project" based on the work by Katz and Chard.

3. **How Understanding the Brain Helps us Understand Young Children**
   Linda Gilkerson, Director of the Irving B. Harris Infant Studies Program and the Faculty Development Project on the Brain at Erikson Institute
   Jennifer Rosinia, M.Ed., OTR/L, Adjunct Faculty at Erikson Institute and Governors State University and
   This session will review current brain research findings and relate these findings to the behavior and development of young children. Application of this information into our every day interactions with young children will be discussed. Emphasis will be placed on the relevance and limitations of this information.

4. **Designing and Renovating Indoor and Outdoor Spaces for Young Children**
   Vicki L. Stoecklin, Education and Child Development Director, White Hutchinson Leisure and Learning Group
   The physical environment has a profound impact on children's learning and behavior and teachers' abilities to do their jobs. Whether doing a renovation or a new facility you need to understand architectural design considerations that are unique to your situation. Safety, developmentally appropriate design considerations and equipment for creating both indoor and outdoor spaces appropriate for children will be discussed.

HALF-DAY

Wednesday, April 12, 9:00 AM to 12:00 PM

5. **Celebrating Children: Our Role as Advocates**
   Facilitated by: Jan Deissler, President Elect, Illinois AEYC. Featured speaker: Kathy Thornburg, President Elect, NAEYC, will be joined by Dan Sprehe, Legislative Consultant for the Illinois AEYC and Voices for Illinois Children
   This networking session is designed to support early childhood professionals in their role as advocates for young children. Kathy Thornburg will present useful ideas and information to support effective advocacy. Participants will also share their current advocacy successes and challenges.

HALF-DAY

Wednesday, April 12, 1:00 to 4:00 PM

6. **Portfolios in Practice: Identifying and Assessing Professional Development Goals**
   Dr. Jean Maakestad Wolf, Western Illinois University
   The focus of this presentation will be on identifying professional development goals and developing portfolios as a means for assessing those goals.

Explore Chicago

Chicago has so much to share. Enjoy scenic Lake Michigan from a cruise ship while you dine. The Regal Knickerbocker is just off the "Magnificent Mile." The convenient Gold Coast setting is the best location for shopping and entertainment. Shop on Michigan Avenue, stroll down the famous Oak Street beach, or see the sights. The Museum of Contemporary Art, the Art Institute of Chicago, Navy Pier, Oak Street Beach, Water Tower and the Hancock Tower are nearby. Enjoy the lakeside biking/jogging trail and enjoy the invigorating Lake Michigan during your outdoor workout.

Other attractions include the new Children's Museum, Lincoln Park Zoo, museums, theater, the Aquarium, the Planetarium, and Buckingham Fountain. Tour the historic Chicago River by boat. Enjoy the architecture. Ride the trolley. Discover that Chicago is "your kind of town."

Saturday, April 15, 10 AM to 3 PM

A. Navy Pier & Children's Museum

Once a major port stop, now a center for many different activities including home of the Chicago Children's Museum. The pier has many shops, restaurants, our famous ferris wheel, the Omnimax Theater, and a beautiful view of Chicago from Lake Michigan.

B. Kohl Children's Museum

Founded in 1985, the Kohl Children's Museum is a non-for profit institution organized to provide children, parents and teachers an interactive facility of social, emotional and intellectual growth. The museum's exhibits are designed as models for the way we can educate children outside traditional school settings. It is both nationally and internationally rated as a leader in the national movement towards new methods of early childhood learning and is currently rated one of the top four youth museums in the country.

Oakton Community College ECE Demonstration Center

The Skokie ECE Demonstration Center is one of two child care centers at Oakton Community College. Situated prominently in a culturally diverse suburb of Chicago, this demonstration center provides full and part day programming for the college community and for neighborhood residents. Two classrooms serve about 80 preschool children and their families per week. The 15 year old demonstration center moved into a new, larger facility and expanded its programming to include full day education and care in 1995. A new playground was added in October, 1999. Part of the community college's outreach efforts, our center celebrates one of the oldest intergenerational volunteer programs in the country.

C. Chicago State University Child Care Center

The Chicago State University Child Care Center opened its doors in January of 1981, in response to student demands. The Center was once an old railroad car warehouse. Open space was taken and divided into eight classrooms. The classrooms are located on two levels. The program serves children age two through ten. The program is licensed for 148 children and has Head Start, State Pre-Kindergarten and subsidized child care programs. In addition, the program serves private pay families.

The Museum of Science and Industry

Famous favorites include the coal mine, U-505 submarine, model railroad, Silver Streak Zephyr and Colleen Moore's fairy castle. Also has Omnimax Theater in the Crown Space Center. The newest exhibit is the Titanic.

D. Nia Family Center

Chicago Commons Nia Family Center provides subsidized child care and education to 163 children from 6 weeks to 12 years and Head Start services to 34 preschool children. The facility was built in 1994 with funding from the Illinois Facilities Fund. In most classrooms the teachers are exploring the Reggio Emilia approach to early education.

On this tour, participants may choose to visit the Shedd Aquarium, the Field Museum of Natural History, or the Adler Planetarium.

Shedd Aquarium

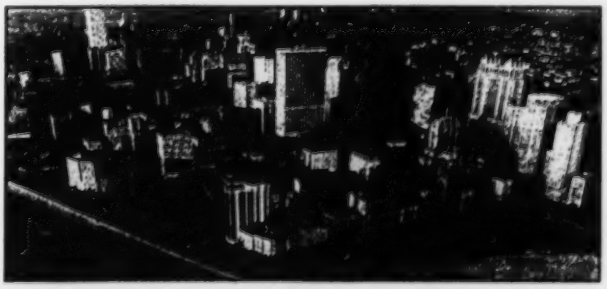
Home to more than 8,000 fish including the famous baby beluga, The Oceanarium has nature trails that wind through scenic re-creations of a Pacific Northwest coastline for close encounters with flora and fauna.

Field Museum of Natural History

Variety of exhibits, including large Egyptian and African collections. Hands-on activities. Glassed-in Fossil Lab allows visitors to see preparators conserving the bones of Sue, the museum's Tyrannosaurus Rex.

Adler Planetarium

This pioneering planetarium unveiled the world's first Star Rider Theater in 1999—a spectacular, interactive, virtual experience. Visitors can actually participate in a journey through space by operating controls in the armrest of their seats.



Registration Information

Full Conference Registration includes:

Continental Breakfast Thursday, Friday, Saturday
Lunch on Thursday and 2 Receptions.

Need a Roommate?

If you are interested in finding a roommate for the conference, we encourage you to post an e-mail notice on the CAMPUSCARE-L listserve.

To subscribe to CAMPUSCARE-L, send an e-mail message to listserv@post office.cso.uiuc.edu

<mail to:listserv@post office.cso.uiuc.edu> . Leave the subject line blank. In the body of the message, type subscribe CAMPUSCARE-L

Your-first-name Your-last-name in the first line of the message area and send the message. Do not add your signature. You will be notified that you have been added to the list and will be provided with additional information at that time. Once you have subscribed, send messages that you want all list members to read to CAMPUSCARE-L@post office.cso.uiuc.edu

<mail to:CAMPUSCARE-L@post office.cso.uiuc.edu> .

Hotel Reservations

Located just off the Chicago's "Magnificent Mile," the convenient Gold Coast setting of the Regal Knickerbocker hotel is elegant and tranquil. After a busy day of workshops, shopping and touring, you can relax and enjoy your elegant room, lovely lobby level restaurant or lounge. The hotel, with crystal chandeliers, imported marble, rich fabrics, fresh flowers, fine art and lovely antiques, portrays a sense of timeless elegance and warmth.

Please call the hotel directly to make your reservations. We recommend reserving your room early as room blocks may sell out quickly.

Regal Knickerbocker Hotel
163 East Walton Place
Chicago, IL 60611

Reservations: (312) 751-8100 or (800) 222-8888
www.regal-hotels.com/chicago <http://www.regal-hotels.com/chicago>

Rates: Single or Double, $147 plus tax and charges, $20 extra person charge, $20 rollaway cot charge

Cancellations: Must be made 48 hours in advance to avoid charges.

Air Travel Discounts

NCCCC has selected Conventions in America (CIA) as the official travel agency for this meeting. **Call 1-800-929-4242** and ask for **Group #250** to receive the following discounts or the lowest available fares on any other carrier.

American Airlines and United Airlines
5% – 10% on lowest applicable fares — take an additional 5% off with minimum 60 days advance purchase. Travel between April 8-20, 2000.

Alamo Rent A Car — rates start as low as $35/day for economy models or $155/week with unlimited free mileage.

Call CIA 1-800-929-4242, Group #250
NOTE: First time users must register and refer to your Group #250

Reservation hours: M-F 6:30 a.m. – 5:00 p.m. Pacific Time
E-mail: flycia@stellaraccess.com

All customers of CIA receive free flight insurance of $100,000. Outside US & Canada, call 619-232-4298, fax 619-232-6497. **If you call direct or use your own agency, refer to these codes:**

American	1-800-433-1790, Starfile # AN 8549UKI
United	1-800-521-4041, File # 559JY
Alamo	1-800-732-3232, ID # 611388

Ground Transportation/Parking

Continental Transport 1-312-454-7800

From O'Hare to Knickerbocker Hotel
$17 One way
$30 Roundtrip

From Midway
$12 One way
$20 Roundtrip

Cabs one way $25-35 depending on traffic.

Conference Cancellations/Refunds

Before March 15: 75% refund
March 15-31: 50% refund
April 1-12: 25% refund
After April 12: *no refunds will be given*

We encourage you to send a substitute if you cannot attend. All refunds will be issued after the conference.

Registration Form

National Coalition for Campus Children's Centers Conference Registration Form

Name _____ Title _____

Affiliation _____ Center _____

Address _____

City _____ State _____ Zip Code _____ Country _____

Phone (day) _____ Phone (evening) _____

Fax _____ E-mail _____

Special Dietary _____ Other Special Needs _____

Member? ❑ yes ❑ no Membership type: ❑ Individual ❑ Center ❑ Institutional ❑ Student

❑ First time attending an NCCCC conference? ❑ Second? How did you hear of us? _____
Are you a new campus children's center director? ❑ less than 1 year ❑ 1-2 years

Registration Fees (circle those that apply)	**NCCCC Member**	**Non-Member**
Pre-Conference Intensives (Wednesday)		
❑ 1 ❑ 2 ❑ 3 ❑ 4 (Full Day) (includes lunch)	$ 75	$ 75
❑ 5 ❑ 6 (Half Day)	$30	$30
Conference Registration All day Thurs., Fri., and Sat. morning (Postmarked on/before March 15, 2000)	$275	$325
After March 15, 2000	$305	$355
Workshop Presenter (Full Conference)	$195	$195
Workshop Presenter (Single Day)	$65	$65

Please indicate which day you are attending: ❑ Thursday ❑ Friday ❑ Saturday morning

Pre-Registration will not be accepted after April 3rd. Please register onsite after this date.

Tours (see program for description) (Enrollment is limited to 40 people)	**$ 35**	**$ 35**
Please select one: ❑ **A** ❑ **B** ❑ **C** ❑ **D** (If D, indicate museum you wish to attend _____)		
Teacher Day (Saturday) see schedule on page 2		
(Postmarked on/before March 15, 2000)	$90	$90
(Postmarked after March 15, 2000)	$100	$100

Payment Enclosed (Make checks payable to NCCCC) Total $_____

Check #_____ or Credit Card ❑ VISA ❑ AMEX ❑ M/C #_____ Exp _____

Name on Card _____ Signature _____

Conference Cancellations/Refunds
Before March 15: 75% refund
March 15-31: 50% refund
April 1-12: 25% refund
After April 12: *no refunds will be given*

Please return this registration form with your payment to:
NCCCC Conference Registration
PO Box 809288
Chicago, IL 60680-9288

REGISTRATION WILL NOT BE PROCESSED WITHOUT FULL PAYMENT.

Please direct questions regarding the conference to the NCCCC Central Office at (312) 431-0013 or (800) 813-8207.

Disclaimer: *All events and activities in this program brochure are subject to change or cancellation without notice.*

PLEASE REGISTER EARLY TO RESERVE YOUR PLACE, SPACE IS LIMITED!

April 12-15, 2000

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NCCCC Director of the Year Guidelines

Purpose: To promote campus child care through an annual award that acknowledges an outstanding campus child care director, rewarding excellence, providing further benefit to NCCCC members and publicizing the field to institutions, professional societies and the general public.

Description: One campus children's program director will be named the 2000 NCCCC Director of the Year. Directors receiving Honorable Mention awards will receive a letter of commendation from the NCCCC President (with a copy to the president of their institution).

Award: The Director of the Year will receive the following: an engraved plaque; letter of commendation from the NCCCC President (with a copy to the president of the recipients institution); one conference admission to the next NCCCC annual conference; a press release to the Chronicle of Higher Education and local media; a brief profile in the next NCCCC Newsletter.

Eligibility: Only current NCCCC members in good standing will be eligible. Current Board members and Director of the Year Committee members are not eligible.

Timeline: Awards will be presented at the Coalition's 2000 annual conference.

Nominations: Nomination will be accepted from anyone affiliated with an institution having a campus program for children. Only completed applications received by the deadline will be considered. NCCCC retains the right to reject any application and not to make any award in a specific year. Nominations MUST include the following to be considered: 1) completed Nomination Form, 2) a minimum of two letters of institutional support (can include faculty, Deans, parents from the center, campus administrator, for example), and 3) one letter from the director of a children's center. One letter MUST be from a current NCCCC member.

NCCCC DIRECTOR OF THE YEAR NOMINATION FORM

DIRECTIONS: Type or print clearly. Please complete the entire form, attach with letters (see Guidelines) and return to the address below. The nomination deadline has been extended to **MARCH 6, 2000.** Nominations must be **postmarked** by that date.

NCCCC Director of the Year
Stony Brook Child Care Services
Building C, Daniel Webster Drive
Stony Brook, NY 11794-4000
Phone: (631) 632-6930 Fax: (631) 632-9419

Name of Director: _____ Name of Institution: _____

Address of Institution: _____

Name of President of Institution: _____

Work Phone: _____ Fax: _____

E-mail: _____ Name of Children's Center: _____

Name of Nominator: _____

On a separate sheet of paper, address the following questions:

1) Why are you nominating this director?

2) Briefly Describe their Program.

3) What is this Director's most unique feature?

4) What evidence can you provide of the quality of this director's work?

Campus Children's Centers NEWS

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April 12-15, 2000

National Coalition for Campus Children's Centers

Conference 2000

at the Regal Knickerbocker Hotel

Contact Vita Bates 708.974.5729
Fax: 708.974.0974
e-mail: Bates@moraine.cc.il.us

Charting Our Course for the 21st Century

APRIL 12-15, 2000

TEACHER'S TOOL BOX

ARE THE CHILDREN LEARNING, OR DO THEY JUST PLAY?

How Children Learn at a Campus Early Childhood Program

In an early childhood program, it is usually easy to get a feel for how sensitive the teachers are or how well children get along. It is often much more difficult to understand how the children learn.

The Whole Child

When examining children's learning, we must consider the whole child. Children's development is multifaceted and all aspects of their development (emotional, social, physical and intellectual) need to work together. For years researchers have known that these parts of a child's growth must work in harmony, that a physical problem (a cold, for instance) can affect how children feel and have an impact on their thinking, if only for a day or two. Similarly a problem in social or emotional development can affect intellectual development. Early childhood education has long emphasized the growth of the whole child as the road to competence. But how do children achieve this kind of integrated growth? How do they use all parts of themselves at once? Young children learn best by doing. They construct their own knowledge through action, through play, the main work of childhood.

Children as Natural Learners, Learning Through Action

Children are natural learners, swallowing up the information around them non-stop. They learn faster than we can teach them. To "teach," one by one, all the things a three-year-old discovers by the time that she turns four would take years. And unlike rote learning or memorization, what a child learns through play stays with her. Just as the "whole child" concept is an idea with a history so is the importance of play. "Let early education be a manner of amusement. Young children learn by games; compulsory education (meaning rote learning) cannot remain in the soul" (Plato).

Children's Blocks as an Example

As an example of the many, and often simultaneous, ways that children build their understanding of the world, consider what they learn as they play with blocks.

Physically, as they lift stacks of blocks and carefully balance and rearrange them, children develop eye-hand and large muscle coordination. Socially, as they build with one another, they learn to plan together, work out problems and get along in a tight space. They pretend to create homes or cities. Children learn about friendships, social boundaries and the world around them. Emotionally, as they develop control over the block environment, children gain self-confidence. They come to understand that a building that has fallen can be rebuilt.

A few of the academic areas children address while playing with blocks include mathematics — classification, order, fractions, volume, area, depth, width, height, length, and measurement; science — gravity, stability, balance, weight, systems, properties of matter, interactive forces, trial and error, inductive thinking and discovery; language and arts — signs, directions, labeling, and naming, planning, discussion of and stories about the building; social studies — people and their work, mapping, grids, the interdependence of people, the importance of getting along and the importance of standing your ground. While they are at play there is a lot going on in the minds of young children.

Teachers' Careful Choices

Blocks are just one of the many materials that teachers select to help children learn. Everything about a child's experience at a high quality campus child care program is designed for children's growth. The arrangement of the classroom, the selection of materials, each room's daily schedule, the words used at a particular moment with a particular child — all of these reflect careful and thoughtful choices on the part of the teachers.

Throughout the classroom you will find children's literature, carefully selected to reflect children's developmental level, their interests and a wide range of backgrounds and cultures. You may even find books that the children have created themselves. You will find areas for manipulative materials, art experiences, science activities, dramatic play, and thoughtfully considered, safe outdoor equipment. Each area, each activity and each material has been designed to allow children the same broad range of learning opportunities as the block area.

With the help of their teachers and through interactive play, children learn to think about many things at once. They learn that there are sometimes many right answers. The support they receive and their interaction with people and materials give children at a campus early childhood program the foundation they need to face the complex world of adulthood. Through interaction and play, they develop the sophisticated intellectual skills, thoughtfulness and self-confidence to become adults who understand how to take charge of their lives. Sometimes they even help to improve the world.

By Todd Boressoff, Executive Director, Borough of Manhattan Community College, New York, NY

(Plato (1941). The Republic of Plato. (Cornford, Trans.). New York: Oxford University Press. (Original work published in 378-368 BC).

continued on reverse side

How to Use ARE THE CHILDREN LEARNING, OR DO THEY JUST PLAY?

Year after year, in early childhood programs across the nation teachers are confronted with parents asking the question: "Are the children learning, or do they just play?" Children are precious to parents; they have high hopes and great fears about their children's ability to learn and grow. This question will probably always be asked of teachers by parents of young children.

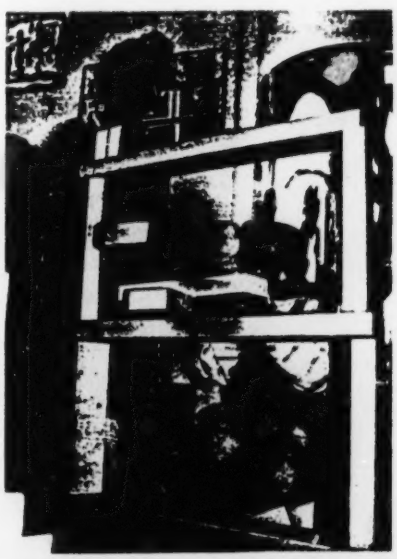
As early childhood educators, we have studied Piaget, Vygotsky, Erikson, Dewey, Mahler and others. We understand words like play, developmentally appropriate practice, Reggio Emilia, constructivism, multiple intelligences and scaffolding. We know a lot. But this does not mean that we are good at communicating this knowledge to parents. The notion that knowledge is somehow imparted by smarter, or more experienced, people to those who are not yet so smart or experienced is very difficult to shed. The concept that the learners themselves are hard at work putting pieces together to build their own knowledge out of everything in their world is very difficult to understand and to communicate.

This article is intended as a tool for directors and teachers, to help you help parents and others build their understanding of how children learn in your classroom. Here are several suggested uses, but feel free to improvise.

- At Orientation: Mail it to newly enrolled parents before your first orientation meeting. Ask them to look it over and let them know that you will be talking about it.
- At a Parent Meeting: Use it as a handout at a parent meeting. You might invite parents into the classroom to explore some of the materials and discuss what children are learning. Or you simply might want to meet to discuss how children learn at your program.
- At Parent Conferences: Have it available for use during individual parent conferences, or as follow-up, especially when a parent has expressed a concern about whether their child is learning.
- On Display: Have it available among the handouts you regularly display for visitors.
- In Your Parent Handbook: Include it as part of your parent handbook, or as part of your centers public relations materials.

It is possible simply to hand out or mail the article, but parents learn in "many languages," just as children do. It is much more valuable when used to stimulate discussion. I hope this article helps to open a dialogue between teachers and parents about the complex and precious process of how children learn.

Important Note: You should feel free to scan in or retype and revise this article to meet the needs of your particular program. An earlier, very similar incarnation was entitled "How Children Learn at the BMCC Early Childhood Center."



Suggested Resources

To help parents build their understanding of how children learn

Books and Brochures

Preschool for Parents: What Every Parent Needs to Know About Preschool, Dodge, Diane Trister and Bickart, Toni S., Washington, DC: Teaching Strategies, Inc. 1998.

Raising Black Children, Comer, James P. & Poussaint, Alvin F. (1992) NY: Penguin.

Touchpoints: Your Child's Emotional and Behavioral Development, Brazelton, T. Berry. (1992) Reading, MA: Addison-Wesley.

Your Baby & Child: From Birth to Age Five, Leach, Penelope. (1989) NY: Knopf.

The National Association for the Education of Young Children publishes *A Good Preschool for Your Child, A Good Kindergarten for Your Child, Choosing a Good Early Childhood Program: Questions and Answers* and many other brochures of interest to parents. (800-424-2460, 202-232-8777 or www.naeyc.com).

Internet Sites

AOL Families America Online (key word: parents). Click on Preschoolers. A host of sites are accessible on topics of child development, children's health and wellness.

Family Education Network (www.familyeducation.com). Can browse topics by child's age. Click on Preschool and Younger. What Works, Ask the Experts, Polls, Discussions.

I AM YOUR CHILD (www.iamyourchild.org) Helps people understand the importance of the new brain research in children's lifelong development. Parents' Questions, Ages and Stages, Expert Advice and Resources and References are some of the topics.

Parent Soup (www.parentsoup.com). Great source for parents of children of all ages. Click on Parents of Toddlers and Preschoolers.

JUNE 2000
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Campus Children's Centers

NATIONAL
COALITION
FOR CAMPUS
CHILDREN'S
CENTERS

Perspectives from a New Board Member

By Denise Buthion, Member-at-Large

Gayle Dougherty, Barb Mezzio, Earline Powell and I met Nancy Sayre on Sunday, April 9, 2000 in the lobby of the Regal Knickerbocker Hotel before our first board meeting. Dr. Sayre was assigned the task of orienting us to the Board, guiding us through the meetings at first as silent observers, and making sure we kept our scheduled appointments. Keeping track of us was an awesome responsibility, but Dr. Sayre was diligent in her duties. We appreciated her guidance and support as we sat around a most impressive table in the Board Room with our new colleagues: the Board of NCCCC. Each new board member was assigned a seasoned board member to serve as our mentor.

Most of us have served on other boards and felt prepared for the experience of serving on NCCCC's board. Well, thank goodness for those other experiences. This is a hard working, task-oriented group that definitely gets things done! After three days of meetings, it was quite evident that our work is never done. Lots of paper was shuffled between the board members as updates were given regarding the work that each board member had accomplished on behalf of NCCCC.

What the new board members observed and felt was anticipation of an awesome experience awaiting us. These leaders take their charge seriously, are hands-on with the issues that come our way, and are professionals that we can certainly be proud to be affiliated with. As we new board members explore the roles that await us, we will keep you updated on our journeys.

President Debra Carlson welcomes newly elected Board members (from left) Earline Powell, Barb Mezzio, Denise Buthion and Gayle Dougherty

President Debra Carlson with NCCCC Board members

President's Column

By Debra Carlson, NCCCC President

On behalf of the entire NCCCC board, I would like to take this opportunity to thank the Chicago 2000 conference committee, especially chairperson Vita Bates. The conference was excellent, thanks to you all. I also would like to acknowledge all of the Colleges and Universities that contributed dollars, services and other resources to make it such a successful conference. Finally, a word of gratitude is also due BMAI, our management firm. The Central Office took on greater responsibility for conference management this year, and did a fantastic job.

Thanks to all members for participating in the election of our new Board members. I welcome the new energy, dedication, and expertise brought to the Board by the following newly elected members: Denise Buthion, Gayle Dougherty, Barbara Mezzio, Earline Powell, and Marion Newton (re-elected). They look forward to joining us this summer to begin a new strategic planning phase to guide our work on your behalf.

The Executive Committee of the Board for 2000-2001 is comprised of myself as President; Jill Uhlenberg as President-Elect; Gail Solit as Secretary; and Sherry Cleary as Treasurer.

The entire board truly hopes you returned to your campus after the conference inspired and invigorated. If you have dreams or suggestions for the organization, please do not hesitate to contact any of the board members, and share those ideas with us.

Meet the Candidates

The following members have been nominated to serve as Members-at-Large on the NCCCC Board, and were interviewed by the Nominations Committee in Chicago in April. We include the statements they submitted, indicating why they are interested in positions on the Board, so you can get to know the candidates for whom you will be voting in the fall.

Elena Aguirre,
University of New Mexico,
Albuquerque, NM

As a board member, I would bring a variety of experiences with me. I have directed the childcare center at UNM for the last three years and have been responsible for generating operating revenue, as well as implementing an infant/toddler program and securing funds to build a new facility. As an accredited center, our program has become a model for the development of other centers. I have been an active participant in developing the childcare career lattice with feedback, status and input from two-year institutions working with four-year colleges. I look forward to finding out what your program's needs are and how NCCCC can serve you.

Mark Bittner,
University of Wyoming,
Laramie, WY

It is with pleasure that I accept the nomination for Member-at-Large position on the NCCCC Board. I am currently the Coordinator for Child Care at the University of Wyoming in Laramie and have been involved in NCCCC since 1993. Being part of a campus program brings unique and challenging aspects. I have been in early childhood education for 15 years now, both as a classroom teacher and as an administrator. The past nine years have been at the University of Wyoming. I truly enjoy the families involved in campus care. My past board experiences include local early childhood associations and I am currently the president of the Wyoming state AEYC affiliate.

Sherry Cleary,
University of Pittsburgh,
Pittsburgh, PA

Over the last two years I have had the good fortune of serving on the Board of NCCCC, which seems like a natural progression in my journey of supporting children on college and university campuses. The opportunity has afforded me the experience of supporting the organization in some of its most critical recent efforts. These include: the transition to the use of a management group to effect positive change in day-to-day management; re-organization of publications; efforts to develop membership services; and the development of a strategic plan. Most recently I have begun a one-year term as Treasurer. I feel strongly about the direction in which the organization is headed and I would like to continue to play an active role in its future.

Tim Dunnuck,
Indiana University,
Bloomington, IN

I am honored to be a nominee for the NCCCC Board. In the 12 years that I have been a member, NCCCC has been an incredible resource to me and to my campus. By serving on the Board, I would not only bring my 25 years of experience in early childhood education, but I could also give something back to an organization that has helped me in so many ways.

As both a campus child care director and a campus child care coordinator, I have learned how vitally important campus child care is to not only the families that we serve, but to the University as a whole. I would welcome the opportunity to continue the fine work of previous Board members.

Jacqueline Jones,
University of Memphis,
Memphis, TN

NCCCC works to identify and respond to the needs of campus child care professionals. I am delighted to be nominated to serve on a board that is committed to providing access to quality early care and education programs for all children. I believe parents who desire to further their education have a right to every opportunity afforded them, and quality child care on college or university campuses helps to create peace of mind for all involved. As a board member I am allowed a chance to provide assistance in every way possible to all interested in campus environments for children. I look

continued on page 3

Campus Children's Center News

Volume 15, Number 2 June 2000

Editor: Marion F. Newton, State University of New York System Administration, Albany, NY

Issue Editors: Fran Roth, San Jose State University, San Jose, CA
Denise Buthion, Oklahoma State University, Oklahoma City, OK

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Views expressed or implied in NCCCC News are those of the authors and are not necessarily those of NCCCC.

Meet the Candidates

continued from page 2

forward to the challenge and, if elected, will do all within my power to serve the NCCCC community well.

Terri Kosik,
University of Notre Dame,
Notre Dame, IN

During the past 26 years, I have had the privilege to work with and for young children, families, teachers, college students and the community within the educare field. My education prepared me to be a teacher, not an administrator. NCCCC has provided me with helpful resources and supportive networks, assisting me greatly in my daily work and as an advocate for children and families. As a NCCCC Board member, I would have the opportunity to give back to an organization from which I have received so very much. I would support activities and decisions which support sharing resources and developing networks.

Sandra Pope,
Purdue University,

Throughout my career working in campus children's centers (Virginia Tech, the University of Maryland, and Purdue), I have demonstrated a strong commitment to quality programming. I have been involved with NCCCC since 1993, coming to each annual conference and participating in the organizing of our Indiana Coalition. My dedication to NCCCC and to campus children's programming has fueled my desire to serve the Coalition as a Board member. I would bring strong organizational teambuilding, and oral and written communication skills. If elected, I anticipate using these skills to further the goals of NCCCC.

Nancy Sayre,
Clarion University,
Clarion, PA

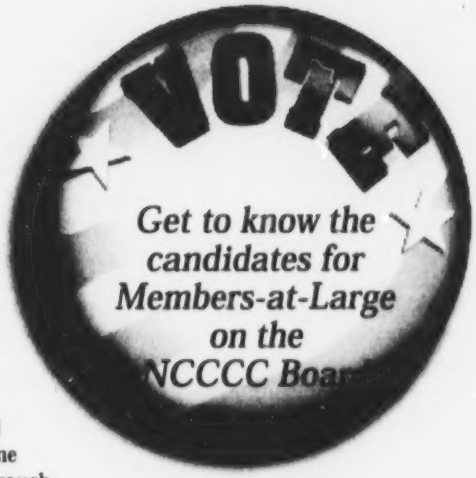
I am pleased to be considered for re-election to the NCCCC Board as Member-at-Large. NCCCC is involved in work that is improving the lives of children and their families on a national and a local level. These same goals have been, and will continue to be, a high priority for me on a personal level. Therefore my partnership with NCCCC has been a pleasure and has helped me to reach my own personal goals. I also feel that I have made some unique contributions to the Board through my work as Nominations Chair, grant writer, and Public Policy Committee member. I would like to continue to contribute to NCCCC and the valuable work of this organization.

LaTrella Thornton,
City College,
New York, NY

I have been the director of the Child Development and Family Services Center at City College of the City University of New York since 1993. I currently co-chair the City University's Child Care Council, which is an organization of the child care directors at the colleges within the City University. I also teach the master's level Program and Curriculum in Early Childhood course at City College and am a regional president of an international organization.

Advocating for young children is very important to me. In my role as advocate, I view children as the center around which many issues revolve. Examples include: the need for more child care facilities, increased salaries and benefits for teachers, parental education, appropriate educational practices, working with campus administrators, involvement with public schools, and reaching out to legislators at local, state and federal levels - to name a few. Early education and childcare is a major and growing aspect of American society in which NCCCC plays a role.

I consider myself to be focused, organized, task oriented, and a supportive and assertive leader. As an African-



American, I will also bring other skills I have acquired over the years: the knowledge and understanding of people struggling to reach their full potential in this culture. Children's centers on college campuses are very supportive of this struggle.

Sherry Waugh,
University of Nevada,
Reno, NV

I am pleased and honored by the nomination for a board position with NCCCC. My seven years as director of the Child & Family Research center and member of NCCCC have provided me with many opportunities to develop leadership and advocacy skills for early care and education. I believe this organization should help provide:

- Support and continuing education for professionals in campus programs
- National advocacy for quality children's programs in colleges and universities
- Education for policymakers regarding the relevance of quality early childhood programs in the social and economic future of our nation.

I look forward to becoming actively involved on the NCCCC Board. I can provide an important voice for campus programs from small states with limited resources.

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CCAMPIS Funds Need Our Support Now

By Todd Boressoff, NCCCC Public Policy Chair

Budget activity is moving along in both the House and the Senate. As you know, last year 87 colleges and universities received awards under the Child Care Access Means Parents in School (CCAMPIS) program. These grants significantly expanded service for low-income and other student parents. But the awards were for four years, and there was no increase in appropriations in 2000. None of the other 3,000 institutions of higher education were able to apply. Unless more funding becomes available in 2001, even those presently receiving grants will have little hope of renewing them after four years.

The good news on additional CCAMPIS appropriations is that the President and members of the House and Senate all think there should be more CCAMPIS funding. President Clinton included $10 million more in his initial budget request. The House Appropriations Subcommittee included $10 million more, and the Senate Appropriations Committee included $5 million more. During the next stage, the two appropriations committees will meet together in conference to agree on an appropriation amount. If an additional $5 million in new funds is included, an additional 87 colleges, on average, will receive CCAMPIS grants. An additional $10 million would fund approximately 174 additional colleges. Additional funding also improves the chances of future funding to present CCAMPIS grantees.

The time is now! Write to Congress and write to the President to secure the full $10 Million additional appropriation for the Child Care Access Means Parents in School Program. Sample letters to President Clinton and key legislators in the House and Senate are included for your use, as follows:

- Copy the sample letters and use "as is" to get students to write.
- Use the letters as models for those that you, or influential members of your campus, decide to write on your own stationery. Always try to include examples from your campus of the importance of child care to your students.
- Call, fax, e-mail or write to the following legislators

Senate:

Arlen Specter (R-PA), Chairman Subcommittee on Labor, Health and Human Services, Education

Tom Harkin, (D-Iowa), Subcommittee on Labor, Health and Human Services, Education, Ranking Member

Ted Stevens (R-AK), Chairman. Appropriations Committee

Robert Byrd, WV. Appropriations Committee, Ranking Minority

House:

John Edward Porter, Illinois, Chairman, Appropriations Subcommittee on Labor, Health and Human Services, and Education

David R. Obey, Wisconsin. Appropriations Committee, Ranking Minority

C.W. Bill Young, Florida. Chairman, Committee on Appropriations

President Clinton (phone: 202-456-1414; e-mail: president@whitehouse.gov)

You could also write to the following initial bill sponsors:

Edward Kennedy, (D-Mass). Senate Health, Education and Labor Committee Ranking Minority Member

Christopher J. Dodd (D-CT). Senate Health, Education and Labor Committee

continued on page 5

Letter to a Senator - Spector, Harkin, Stevens, Byrd

Dear _____

This is to express our thanks to you for recommending an additional $5 million in appropriations for the Child Care Access Means Parents in School (CCAMPIS) Program. This past fall, 87 colleges and universities received grants enabling them to significantly expand service for low-income and other student parents.

But $5 million is not enough. There are over 3,000 institutions of higher education in the country. In the initial grant cycle there were over 1,000 requests for CCAMPIS applications. An additional $5 million will serve fewer than 100 of these. Help low-income student parents attend college and earn jobs they can keep. In upcoming negotiations please appropriate $10 million (as the House has) for the Child Care Access Means Parents in School Program.

Campus based child care is a Win – Win -- Win proposition. 1) It helps student parents stay in college, graduate and find jobs they keep. 2) It helps children develop, learn and succeed. And 3) the success of parents and children leads to powerful economic benefits for all of society.

Appropriate $10 million for the Child Care Access Means Parents in School Program Child care on campus makes a difference to me because:

_____

_____

_____

_____

_____

_____

_____

Signed _____

Address _____

CCAMPIS Funds

continued from page 4

The US Capitol Switchboard at 202-224-3121 will connect you to the offices of all members of the House and Senate where you can get your legislator's fax number and/or e-mail address. Or you can go to the following web page: *http://congress.nw.dc.us/aarp/congdir.html*. Type the member's name under "Member Name Search" and their phone, fax, mail and e-mail information will appear.

Please help. Our student parents and their children need the extraordinarily valuable services we provide. And we need the help of the Child Care Access Means Parents in School Program to remain stable.

Good luck.

Letter to a member of the House – Young, Porter, Obey

Dear President Clinton:

This is to express our thanks to you for including in your budget an additional $10 million in appropriations for the Child Care Access Means Parents in School (CCAMPIS) Program. This past fall, 87 colleges and universities received grants enabling them to significantly expand service for low-income and other student parents.

There are over 3,000 institutions of higher education in the country. In the initial grant cycle there were over 1,000 requests for CCAMPIS applications. Your additional $10 million will enable as many as 175 additional colleges to participate. To help low-income student parents attend college and earn jobs they can keep, in upcoming negotiations please hold fast to a $10 million appropriation for the Child Care Access Means Parents in School Program.

Campus based child care is a Win – Win – Win proposition. 1) It helps student parents stay in college, graduate and find jobs they keep. 2) It helps children develop, learn and succeed. And 3) the success of parents and children leads to powerful economic benefits for all of society.

Appropriate $10 million for the Child Care Access Means Parents in School Program Child care on campus makes a difference to me because:

_____

_____

_____

Signed _____

Dear _____

This is to express our thanks to you for recommending an additional $10 million in appropriations for the Child Care Access Means Parents in School (CCAMPIS) Program. This past fall, 87 colleges and universities received grants enabling them to significantly expand service for low-income and other student parents.

There are over 3,000 institutions of higher education in the country. In the initial grant cycle there were over 1,000 requests for CCAMPIS applications. Your additional $10 million will enable as many as 175 additional colleges to participate. Help low-income student parents attend college and earn jobs they can keep. In upcoming negotiations, please hold fast to a $10 million appropriation for the Child Care Access Means Parents in School Program.

Campus based child care is a Win – Win – Win proposition. 1) It helps student parents stay in college, graduate and find jobs they keep. 2) It helps children develop, learn and succeed. And 3) the success of parents and children leads to powerful economic benefits for all of society.

Appropriate $10 million for the Child Care Access Means Parents in School Program Child care on campus makes a difference to me because:

_____

_____

_____

_____

_____

_____

_____

Signed _____

Address _____

Center Profile

Early Childhood Development Centers

Early Childhood Development Center at the University of Notre Dame
University of Notre Dame
10 Child Care Center
Notre Dame, IN 46556
Phone: 219-631-3344
FAX: 219-631-7808
e-mail: tkosikecdc@aol.com
Program Director: Thayer Kramer

Early Childhood Development Center at Saint Mary's College
Saint Mary's College
Havican Hall
Notre Dame, IN 46556
Phone: 219-284-4693
FAX: 219-284-5344
e-mail: tkosikecdc@aol.com
Program Director: Cindy Hestad

Executive Director:
Terri Kosik

History:

The Early Childhood Development Center, Inc (ECDC), founded in 1971, is a nonprofit, licensed child care center partially funded by Saint Mary's College and the University of Notre Dame. ECDC provides both full and part-time programs for children in the Saint Mary's College and the University of Notre Dame community. ECDC began in 1971 as Happy Day Care Center, housed in the Saint Mary's College Club House. In 1974 it was renamed the Early Childhood Development Center and a professional teaching staff was hired. In 1975 ECDC moved from the Club House to Havican Hall on the Saint Mary's campus where the ECDC-SMC program still resides. ECDC opened its second site, ECDC-ND, at the University of Notre Dame in August 1994. ECDC presently serves a total of 300 children between the two sites.

Facility:

The ECDC program is housed in two separate facilities. ECDC-SMC has occupied an older building on the Saint Mary's College since 1975. The building was built as parochial school in the 1950s. ECDC-ND operates in a new facility on the University of Notre Dame campus, built in 1994. We were most fortunate to be able to work closely with the architect, who was a past parent, designing a building where form follows function.

Budget:

ECDC is a Nonprofit Corporation [a 501(c) (3) organization] separate from Saint Mary's College and the University of Notre Dame. ECDC is funded primarily by parent-paid tuition. The combined annual budget for both sites (school year and summer sessions) totals $1.5 million. ECDC has 38 full time employees (teachers and staff) and 12 college students working on a part-time basis.

Saint Mary's College funds the ECDC-SMC program with $25,000 per year. The University of Notre Dame funds the ECDC-ND program with $180,000 per year, this includes in-kind contributions (e.g., constructive rent, maintenance, etc.) and $90,000 per year to support the income-based tuition scale used at the ECDC-ND site.

Enrollment:

The program serves 300 children ages two years through kindergarten during the school year, and ages two through ten during a summer day camp program. Approximately 60% of the children are enrolled full time and 40% part-time. The parents of the enrolled children must be affiliated with the University or the College as faculty, staff, students or alumni/ae. Each year the programs operate with a lengthy waiting list.

Each activity room enrolls several children with special needs, including children with spina bifida, mental retardation, autism, communication disorders, down syndrome, brittle bone disease, etc.. ECDC works in collaboration with the local school corporation to provide an integrated educational program in a typical setting. The children receive all therapies at ECDC in their activity room with their peers.

Philosophy:

The ECDC program seeks to enhance the development of each child. The learning environment, activities, and daily schedule foster social, emotional, physical, cognitive and creative development through experience-based, hands-on activities and play. A central goal is the promotion of children's self-confidence and the love of learning. Teachers use a variety of activities including children's literature, play, art, music, movement, creative dramatics and field trips to promote the individual, interpersonal and cognitive development of each child.

ECDC provides a nurturing environment within which young children grow and develop. We view ourselves as an extension of each child's family. As such, we strive to develop a supportive relationship with parents throughout their child's or children's ECDC involvement.

STAFF (Professionals and College Students):

Each activity room is staffed with one full time lead teacher and at least two full time associate or assistant teachers. Lead teachers have either a BA in Early Childhood Education or a related field and experience with young children. Associate teachers have either a BA or AA in Early Childhood Education or a related field. Several teachers have been with ECDC more than 10 years. One teacher and the Executive Director have been with ECDC more than 25 years.

ECDC serves as a lab school for Saint Mary's College, the University of Notre Dame, and other area colleges and universities (Indiana University South Bend, Holy Cross College and Bethel College). Saint Mary's College and the University of Notre Dame psychology, education, sociology and nursing students are involved as teacher assistants in the activity rooms on a regular basis. College practicum students and volunteers are involved in the ECDC program to learn about children's development and to assist the teachers.

Chapter Chatter

By Earline Powell, Chapter Liaison

I am NCCCC's new Chapter liaison: the Board contact for all local/regional groups that organize as Chapters of the National Coalition for Campus Children's Centers. There are a number of active Chapters that are collaborating for professional development, networking, and support to enhance their programs. Three chapters reported on their activities for this newsletter issue. I hope to keep the membership informed of additional Chapter activity in future issues, as well.

INDIANA CHAPTER

The Indiana Chapter is very proud to have nominated the winning Director of the Year, Terri Kosik, a very worthy director. For those of you who know Terri, you know that she is very seldom without a piece of advice to offer or something to add to a conversation. When she received the award, she was speechless. She knew nothing about the nomination, which is the way we wanted it. It was the high point of the national conference in Chicago for her. She has always been more than willing to share her expertise of 25 years as a campus children's center director. Terri has been a mentor to many of us in Indiana. Again, we congratulate her.

In May, the Indiana chapter held a retreat at the Quaker Conference Center in Richmond, Indiana. We visited three centers in Richmond including the new Indiana University East Center directed by Niki Madison. Also on the agenda was the Ivy Tech State College Center that is directed by Maureen Brustkern, and a cooperative operated by Earlham College. We met for breakfast and lunch and ended the afternoon with a workshop on staff recruitment and retention. Many of us have become good friends through the networking we have done during our twice-yearly retreats over the past five years.

The chapter is in the process of planning a fall retreat to be held in Brown county, Indiana. This will consist of a two-day retreat in the beautiful hills of southern Indiana. We will share meals together as well as organize four to six

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NCCCC in NYC

Join us in 2001 on an Empire State Odyssey
Nourish yourself in the Big Apple
March 28 - March 31, 2001

Highlights include:

- Keynote by Augusta Kappner, President of Bank Street College
- Special Campus Classroom Teachers' Day
- Pre-Conference Intensive Sessions
- Urban College Center Tours
- Multi-Cultural Craft Vendors

Come for the architecture, rivers, theater, jazz, art, parks, vistas, and the shopping. Come for the extraordinary diversity. Come for the most improved record in the nation for safety. A visit to New York City, in and of itself, is a profound growth experience.

The conference hotel, the New York Marriott - Brooklyn, is brand new and has already been featured twice in the New York Times. It is modern, homey and the room costs are quite reasonable. It just the right fit for our conference.

Most of all, though, come for each other. At no other conference in America do those involved in quality campus early childhood services feel more validated and more at home. What you learn here you will put to use! Even if all you do is chat with the person in the seat next to you.

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Clarion, PA

TRAVELING TEDDY PROJECT

By Beverly Cavanaugh, NCCCC Member

The Joliet Junior College Early Childhood Center is leading a special project to build stronger communication links between campus based childcare centers across the United States. The project was funded by a small grant provided by the Pepsi-Cola Beverage Company and Joliet Junior College (JJC). The project was organized and is directed under my supervision. I am the assistant director of the JJC Early Childhood Center. My primary goal for this project is to create a network of support and strengthened communication among institutes of higher education that house childcare centers on their campuses.

There are six different teddy bear toys circulating across the United States among the 62 colleges and universities that are participating in the project. Each bear is packed with a disposable camera, a journal, mailing list and information/instruction booklet. At the end of the project, the information will be compiled for sharing, and will cover such areas as funding, policies and procedures, governing bodies, budgets, worthy wages, physical environment, student employment and much, much more.

The Traveling Teddy project began in January 2000 with a contest to name the six teddy bears among the student body of JJC. Students were able to pick up information on the child care facility when they entered a name suggestion for each of the bears. On January 27 one name for each teddy was randomly selected and the winning entry received a small teddy beanbag toy as a thank you gift for participating. On February 1, the teddy bears were shipped to the first six participating schools on their itineraries. Each participating school was instructed to act as host to the little traveler for approximately 3-5 days. During that time, the center was asked to take photographs with their guest of different places in their facility. They were also asked to record specific information about their center, the community that they serve and the programs that they offer in the accompanying journal. The project was expected to run for one semester, however due to the overwhelming response and schools personal plans for PR opportunities, the project has been extended through the summer of 2000. Joliet Junior College students and supporters are tracking the whereabouts of each of the traveling teddies on a large United States map mounted near the college's student services center.

At the end of the project, all six Traveling Teddy Bears will be returned to JJC where their journals and photographs will be organized and displayed for the student body. Then the information will be shared with all those who participated. Two of the Traveling Teddies, Oreo and Cinnamon, were guests at the NCCCC conference that was held in Chicago in April. Also attending the conference was Kipper Koala, a small, cuddly koala bear from Australia. As a result of the networking and generous sharing of information from the other colleges, I was able to connect with a school in Victoria, Australia. We had an exchange of Teddies and journals in late March 2000. These teddies will track, record and discover the differences in the school systems, administrations, curricula and much more. This teddy exchange is slightly different from the Traveling Teddy project in that these bears are treated as exchange students. They are being introduced to various aspects of culture, education and socialization that will be entered into the journals and shared with the children of their respective schools when the bears are returned in late November 2000.

I have received several requests to continue the project next year, from schools that were not able to participate in this year's project. Perhaps more bears and more visiting time will be considered if the project receives approval from Joliet Junior College and the grant committee to continue for another year. Joliet Junior College is heading into its 100th year and has the distinction of being the country's oldest community college. A "Centennial" bear or two may be added to the list of traveling ambassadors.

The Traveling Teddy project is expected to be at the 2001 conference in New York. Be sure to look them up. For more information on this project or to become a participant, you can call Beverly Cavanaugh (815) 280-2280 or contact me by e-mail at bcavanau@jjc.cc.il.us.

Oreo Bear (left) and Cinnamon Bear (right)

NCCCC on the Internet

Visit our web site at:
http://ericps.crc.uiuc.edu/n4c/n4chome.html

We hope you will subscribe to our discussion group, CAMPUSCARE-L, and actively initiate and monitor conversations with other early childhood campus child care professionals on a regular basis.

To subscribe to CAMPUSCARE-L, send an e-mail message to: listserv@postoffice.cso.uiuc.edu

Leave the subject line of the message blank. In the body of the message, type: subscribe CAMPUSCARE-L Your-first-name Your-last-name in the first line of the message area and send the message. Do not add your signature. You will be notified that you have been added to the list and will be provided with additional information at that time. Once you have subscribed to the discussion group, send messages that you want all list members to read to: CAMPUSCARE-L@postoffice.cso.uiuc.edu.

Chapter Chatter

continued from page 7

workshops throughout the two days. One of the things everyone looks forward to, in addition to the terrific networking we do, is a massage the evening we stay over.

CHICAGO AREA CHAPTER

The Saturday "Teacher's Day" at NCCCC's Conference 2000 in Chicago was a great success. Ninety area teachers attended. Those who traveled the farthest were the staff from St. Louis Community College at Forest Park in St. Louis, MO. Bernice Garner, director of the Forest Park Children's Center arranged for her staff to attend the "Teacher's Day." The teachers started their day with a continental breakfast and a keynote by storyteller, Jim May. Next they attended their choice of two morning and one afternoon workshops. Lunch was served in the Crystal Ballroom and was followed by the keynote session. Susan Salidor, a music specialist, had everyone singing and dancing. The workshop sessions had something for everyone: sensory activities, project approach, documentation, creating outdoor environments, music and movement, gender equity, diversity, children's gardens, flexible scheduling, special needs programming, and the value of play. Teacher comments included:

"I'm thrilled about all the wonderful ideas I got to take back to work."

"It's so good to talk to people who understand about student teachers."

In addition to all the good ideas and networking, the teachers appreciated the plush surroundings of the Regal Knickerbocker Hotel, especially the elegant Crystal Ballroom, and all the prizes that were raffled off that day. It was such a wonderful, deserving group. The presenters even commented on what a wonderful group they were.

MISSOURI & ILLINOIS CHAPTER

On February 10, 2000 (in time for Valentine's Day) the Missouri & Illinois Chapter held an event entitled "Let's Get to the Heart of the Matter". This half-day session for members focused on stress relief, and included massage and aromatherapy and a potluck of everyone's favorite desserts.

If you are interested in forming a chapter, start by contacting the campus children's centers in your city, area or state. Consult your membership directory for contact information. Find out who your colleagues are and what their issues/needs are. Each of the existing chapters is different in the way it is organized and the types of activities it pursues. A Chapter should meet the needs of its members, and those needs are many and varied. If I can be of any assistance, please contact me at (314) 948-7888.

Notification of Changes to NCCCC's Policies and Procedures and By-Laws

During their meetings in Chicago in April, the NCCCC Board voted to approve the following changes to the Coalition's Policies and Procedures:

That Article II, Organizational Structure and Functions, Section 2.02, Governing Board be changed to read: *"Governing Board officers shall be selected by the Governing Board of the Coalition, and shall be: ...."*

That Article IV, Section 4.03, Committee Chairperson and Member Tasks, IX, Nominations Chairperson be changed to read: *shall be responsible for issuing a call for nominations for executive officers immediately following the spring conference annually. Officers will be selected by written ballot of the Board."*

That Article IV, Section 4.03, Committee Chairperson and Member Tasks, IX, Nominations Chairperson (page 16) be changed to read:

- *shall present recommended officers to the Governing Board for approval.*
- *shall present an annual members-at-large slate to the Governing Board for approval.*
- *shall conduct elections during the month of October of each year.*
- *shall report the results of election of member-at-large to the membership at the annual meeting and in the NCCCC newsletter.*
- *shall report the new officers to the membership in the NCCCC newsletter.*

As a result of the above-mentioned procedural changes, the following amendments to the Coalitions' By-Laws were also recommended:

That Article IV, Officers and Governing Board, Section D, Nominations Chairperson be changed to read: *"shall be responsible for presenting annual member-at-large slate for approval by the Governing Board and shall be responsible for presenting recommended officers for approval by the Governing Board."*

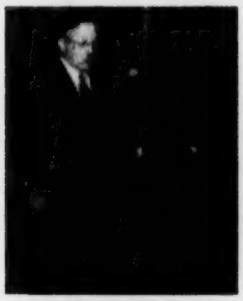
That Article XI, Elections, Section A, Nominations be changed to read: *"Nominations Committee shall request nominations of officers from the Governing Board immediately following the spring conference. Nominations Committee shall request nominations of members-at-large from the general membership three months prior to the spring Board meeting."*

That Article XI, Elections, Section B, Selection of Candidates be changed to read: *"Nominations Committee shall screen and interview candidates for officers and Governing Board. The Governing Board shall approve by written ballot the recommendations of the Nominations Committee."*

That Article XI, Elections, Section C, Method of Election of Member-at-Large be changed to read: *"The ballot shall be mailed to the membership for election in October. Governing Board members will be elected by simple majority of those voting."*

New Reception Format a Success: Airline Ticket Winner Selected

By Judi Burnison, Central Office



Dr. Vernon Crawley, President of Moraine Valley Community College, making welcoming remarks.

A new activity was initiated during the 2000 NCCCC Annual Conference: a "Munch and Mingle" Reception with the exhibitors in the Regal Knickerbocker's Crystal Ballroom. Food and beverage stations were set up around the ballroom so participants could network, eat and enjoy a very sociable evening. Interaction with the exhibitors was encouraged via a bingo game: all of the exhibitors were given stamps and stamp pads, and each conference participant was given a bingo card. As the participants visited each of the exhibitors, she or he had the card stamped. Completed cards were put into a big silver punch bowl at the front of the room, for a drawing to win a free roundtrip on Delta Air Lines any where in the continental United States.

NCCCC President Debra Carlson selected a completed bingo card from the punch bowl, and the lucky winner is Anna Long from Ohio State University. Congratulations Anna!

The exhibitors couldn't praise NCCCC enough for designing this innovative activity, which brought exhibitors and participants together. We look forward to repeating the concept, and staging a spectacular event with our exhibitors at the 2001 Conference in New York City. Be sure to join us there!

Airline ticket winner Anna Long with Judi Burnison from the Central Office.

"Munch and Mingle" Reception with the exhibitors in the Regal Knickerbocker's Crystal Ballroom

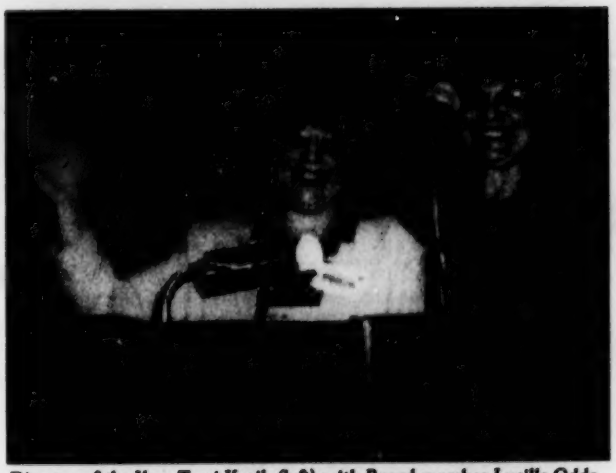
NCCCC Director of the Year 2000

Terri Kosik, University of Notre Dame, Notre Dame, IN

I am not often overwhelmed and speechless, as my friends will probably tell you. Those are, indeed, the first two words that come to mind when I reflect fondly on the very special evening of April 12, 2000 when I was given the NCCCC Director of the Year 2000 award. My professional colleagues from Indiana, who nominated me, were secretive and didn't share with me that they had put my name forth. When my name was announced, I truly couldn't believe it and then I was overwhelmed with gratitude and sentiment. I have been attending the NCCCC conferences since 1985. Each year I leave the conference with new ideas and strategies, professional colleagues and, of course, friendships. I was delighted with the Director of the Year concept when it was implemented five years ago. I never, in my wildest dreams, considered I might be selected to receive such a prestigious award and I am truly touched!

I am very grateful to the eleven members in the Indiana Chapter who put my name forth and did so in such a way as to keep it a secret. It made the award such a surprise and therefore even more special. As I think most of us know, I am able to do my job as a campus center director because of the collaborations, partnerships and networks I have with others (including the teachers, staff, college students and parents in our program) and because of the support I receive from my professional community — NCCCC and Indiana CCCC.

Thank you, I am most honored and touched by this award.



Director of the Year Terri Kosik (left) with Board member Lucille Oddo

Congratulations

Congratulations to the winner of the second annual Charlie Boulton Memorial Award

Debbie Long
Southwestern Illinois College
Belleville, IL

The Award is given in memory of Charlie Boulton, long-time NCCCC Office Manager. Recipients are campus children's center directors who have been in the field two years or less. The Award is a complete set of NCCCC publications.

Charlie Boulton Memorial Award winner Debbie Long with Pam Boulton and Board member Sherry Cleary

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Campus Children's Centers NEWS

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New York City
for the
National Coalition for Campus
Children's Centers Conference

An Empire State Odyssey:
Nourish Yourself in the Big Apple

March 28-31, 2001

Contact Zully Papa 212.772.4066
Fax: 212.650.3237
e-mail: zpapa@hejira.hunter.cuny.edu

TEACHER'S TOOL BOX

NUTRITIONAL MONSTERS

The lid opens sluggishly with a chilling, creaking sound revealing monsters that can cause the slow destruction of humans! Each monster is disguised in a variety of colorful containers, yellow boxes, fluffy pink balls, clear plastic containers revealing shocking shades of blue, green, and orange liquid, and glittering gold and silver wrappers. This is not the opening scene in a B-rated horror movie but rather a scenario that is played out daily at lunchtime in early care and education settings throughout the United States. The foods parents select and send in their child's lunchbox, disguised in colorful and clever packaging, are leading to obesity that is correlated with, or is the cause of, several major chronic diseases such as arteriosclerosis, diabetes, stroke, coronary heart disease, and a form of diabetes. The majority of children between the ages of two and five years consume more cholesterol, total fat and saturated fats than is recommended. This type of diet can lower the quality of a child's life and is correlated with an increase in medical costs as the child ages. Diets for infants, toddlers, and young children must provide the right balance of fat, as well as protein, carbohydrates and other nutrients to promote growth and a healthy body, but not enough to cause obesity.

A healthy diet for infants, toddlers, and young children should provide sufficient amounts of nutrients appropriate to the age and developmental level of the child. The Food and Nutrition Board of the National Academy of Sciences has established Recommended Dietary Allowances (RDA). The RDAs provide guidelines for the average daily intake of protein, vitamins, and minerals (based upon age, weight, and height) necessary to maintain good nutrition and health. The RDAs for many nutrients increase with age, but some such as calcium, decrease with age. When planning diets for young children, it is necessary to follow the recommended dietary allowances and to know the nutritional content of foods. Food labels can assist parents and caregivers in this process and should be read extensively and compared to the RDAs for the age of the child for whom the food is to be served.

Parents and educators of young children are often pressed for time. Reading labels and comparing that information to the requirements may be beyond the time constraints of many individuals. The Food Guide Pyramid is a quick and easy reference that can simplify decision-making when planning daily meals and snacks. Six distinct food groups are identified: grains (at the base of the pyramid), vegetables, fruits, dairy (milk, yogurt, and cheese), protein (meat, poultry, fish, dried beans, and nuts), and additional foods (fats, oils, and sweets) which are located at the tip of the pyramid.

The Food Guide Pyramid also illustrates the three principles of variety, balance, and moderation. No single food can provide all of the nutrients that children need to develop and promote healthy lifestyles. The greater the variety of foods that a child eats, the greater the chances that the child will consume essential nutrients. The diets of children in the United States exceed the recommendation of the Food Pyramid for fat and added sugars. The monsters in the lunchbox clearly show that our diet follows an "upside down pyramid ". In addition, children often do not meet the pyramid recommendations for the other food groups, especially grains, fruit and dairy products. These foods are the foundation that balances the other, smaller food groups. Finally, moderation in portion sizes is necessary to maintain a healthy lifestyle; we need to learn to say, no to "biggie" and "super" size portions. Infants, toddlers and preschool children need smaller portions than older children and active adults.

The brightly colored foods in the lunchbox are a danger to young children. Chemicals used as coloring agents, flavoring agents, or preservatives may cause toxic, carcinogenic or allergic reactions. These additives should be avoided as well as high fat content foods. When the lunchbox lid opens we should see vegetable soup, turkey on whole-wheat pita bread, milk, and an orange not fat, colored monsters.

By Nancy E. Sayre, Ph.D, Clarion University, Clarion, PA

Sayre, N.E. & Gallagher, J.D. (2001). The young child and the environment. Needham, MA: Allyn & Bacon

FALL 2000
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Campus-Children's Centers

NATIONAL COALITION FOR CAMPUS CHILDREN'S CENTERS

ED 429412

A Treasured Reflection

by Sherry Cleary

A long time ago, at the beginning of my career, I came to New York City to spend a day at the Bank Street College of Education. At the time, it was possible to pay a fee for the opportunity to tour the college, to observe in the classrooms, and to meet with selected teachers to discuss philosophy, best practices, and the like.

Early in the day I found myself in a classroom of three-year-olds with a most remarkable teacher. The environment she had created struck me but, more importantly, the teacher herself touched me. Her interactions with each child were warm, strong, supportive and generous. I felt inspired as I observed her support a child who was having a difficult time keeping the sand in the sand table. As he dropped sand on the floor, apparently deliberately, she first reminded him in the most positive tone that the sand stayed in the sand table. At the second incident she asked in a lovely warm voice, "Did you forget that the sand needs to stay in the sand table? Try to remember." With the third incident soon thereafter, she approached the child slowly and said, empathetically, "I'm so sorry that you forgot about the sand." She gently took a chair and placed it close to the sand table and guided the child to it. She told him that as soon as he thought he could remember about the sand he could play again, or choose something else. Within moments she glanced at his face and said, "You're looking like you can remember now." He shook his head and resumed play – without further incident. His dignity was preserved. I learned a lot of things that morning, so early in my career.

A few years later, I was teaching a course to undergraduate students who wanted to work with young children. In reviewing the college's library collection of audio-visual materials, I came across a stunning slide presentation about cooking in the classroom. There, in all of the slides, was that miraculous teacher I'd first met in New York, making hard-boiled eggs with her three-year-olds. I was thrilled by the curriculum of that lesson – the science, the math, the social studies, and the language. The presentation was simply magnificent. And despite my years of college, it was watching that slide presentation that I, myself, finally learned about heat, friction, and moving molecules!

Years later a colleague and I

continued on page 2

President's Column

By Debra Carlson, NCCCC President

Becoming recognized as the national voice and experts on campus programs for children is certainly one of the goals I have for the National Coalition for Campus Children's Centers. On July 20 – 22, 2000, we did just that by co-sponsoring a professional workshop with the National Association of College Auxiliary Services (NACAS). Titled Fundamentals of Early Care and Education within the Campus Community, the program was developed to address the growing number of inquiries from administrators who have responsibility, in some form, for a child care facility on their campus. The range of job titles of those administrators included the following: Assistant Manager-Student Services; Dean of Financial and Administrative Services; Director of Auxiliary Services; Associate Vice President of Auxiliary Services; and Vice President of Finance and Campus Services.

Four current NCCCC board members and Emeritae traveled to Milwaukee, WI to make presentations. Pamla Boulton, one of the original founders of NCCCC, joined us there and made a powerful capstone presentation. Our hostess was Carol Papineau, director of the child care center at Marquette University. Conference participants toured four campus children's centers in the Milwaukee area and enjoyed a variety of outstanding presentations. Topics included: the benefits of academic partnerships, the needs and wants of children's center parents, techniques to create and enhance the relationship between the children's center and the campus, and places to turn for funding – presented by NCCCC Board members Sherry Cleary, Jill Uhlenberg, and Lucille Oddo.

I had the pleasure of opening the conference with a keynote address entitled Campus Early Care and Education Today. I would like to share some excerpts with you. While you know many of these things, I thought it would be helpful for you to know what NCCCC is telling NACAS members.

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A Treasured Reflection

Continued from page 1

were talking and when our conversation came around to the best teachers we have known, I began to describe this woman. When I mentioned her name, my colleague told me he knew her and gave me her phone number. When I called and shared with her how my visit in her classroom had inspired me, I relayed my memory of the child and the sand table. She paused, and in a lovely low voice said, "Oh yes, that would have been Anton..."

Was I surprised that she remembered? At first yes and then not. I was reminded about how we, in campus children's programs have such a profound commitment to excellence. We approach the children every day with renewed passion and treat our students (and observers) as esteemed professionals. The nurturing and mentoring we do for both types of learners is the privilege of our days. It is in this spirit that this wonderful teacher, Suzanne Carothers, was approaching her work.

I was thrilled when my friend and colleague, Todd Boressoff, told me Suzanne would be the keynote speaker at the NCCCC 2001 Conference Teacher's Day luncheon! What a wonderful gift to this next generation of teachers.

New Board Member Perspective

by Gayle Dougherty, Member-at-Large

The NCCCC Board met July 11-13, 2000 in beautiful downtown Chicago for its summer meetings. The Central Office was our gracious host, and the staff members were very helpful in coordinating our needs. This was my first session as an "official board member", and I was reminded again about what a very special organization NCCCC is. As we reviewed the last conference (in Chicago) and planned for the next one (in New York), I was struck again by the incredible commitment and the dedication of time and talents of so many that go into this major effort. (By the way, mark your calendars and set the date - it's really going to be great!)

The days that followed were long and productive, with many important decisions needing to be made and issues discussed. How can we better serve our current members? What topics need to be addressed? How can we reach out to the many campuses that are not even aware of NCCCC? What publications and materials would be most useful to offer through our organization? How can we continue to be an effective voice in our communities, and in our nation, for advocating for children and families? And, as always, the ever-present and familiar problem we all deal with: how will we meet all of these important needs with limited funds, and who will actually "do the doing"? As I came away from these busy and thought-provoking days, it became clear to me that even though the board members of NCCCC are a dedicated and hardworking group, it is only through the cooperative effort of all of our members that our common goals can be met.

I would like to challenge each of you to spend a moment thinking about how you can be an active part of this vital team. I have to admit that when I was elected to this position, I wondered "Why me? I am just a center director at a small private college. There must be someone else who is better qualified and has more to offer than myself!" But here I am, and I am beginning to realize that each and every one of us has a unique and important part to play in reaching out to one another and supporting our mission. Please give thoughtful consideration to what phone calls you can make, what contacts you have, and what you can write and share.

Feel free to contact any of the board members with any ideas or feedback; we would love to hear from you. The 21st Century is going to be filled with exciting times and, yes, each one of us can play a part in making a difference for our children!

NCCCC on the Internet

New Web Address!

Visit our newly-designed web site at: http://www.campuschildren.org

We hope you will subscribe to our discussion group, CAMPUSCARE-L, and actively initiate and monitor conversations with other early childhood campus child care professionals on a regular basis.

To subscribe to CAMPUSCARE-L, send an e-mail message to: listserv@postoffice.cso.uiuc.edu

Leave the subject line of the message blank. In the body of the message, type: subscribe CAMPUSCARE-L Your-first-name Your-last-name in the first line of the message area and send the message. Do not add your signature. You will be notified that you have been added to the list and will be provided with additional information at that time. Once you have subscribed to the discussion group, send messages that you want all list members to read to: CAMPUSCARE-L@postoffice.cso.uiuc.edu.

Save the Date!

The 2002 NCCCC conference will be at the Adam's Mark Hotel on the Riverwalk in San Antonio, Texas, Feb. 22 - March 2, 2002

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President's Column

Continued from page 1

...Snapshot

We estimate that over 170,000 young children are served in early care and education programs based on college campuses today. Two out of every 3 colleges and universities in the United States now provide some form of preschool program. NCCCC research conducted in 1995 indicates that, of our members, roughly 40% of our early care and education programs are housed in, or sponsored by, academic departments, 30% are in student services areas, and the rest are in a variety of areas including administrative/financial services, human resources, independent non-profit agencies, and contracted vendors.

... Evolution

The evolution of campus child care programs began with programs designed primarily to serve as lab sites for early childhood teacher training on university campuses. The first university children's program dates to 1896, as a lab school at the University of Chicago. And for most of the 20th century, children's programs on college campuses tended to follow this model called lab school, where teachers were trained, and theory was put into practice.

During the 1970's the nature of student and faculty family lives shifted (as did families in general society), and so too did the nature of on-campus programs. As a result of the women's movement, and quite consequently female student and faculty demand, a service model of early care and education programs began to evolve in university settings. This model of early care and education looked different from the earlier lab school in a few major, but very important ways: the ages served included infants and toddlers as well as three to five year old children; the hours of operation tended to be full day instead of half-day; and part-time or flex time scheduling options were needed by users.

In a 1995 NCCCC survey of 607 of our current and former members, 11% identified their function as Laboratory School Only, while 37% identified their function as Child Care Services Only. What about the other 52% of those survey respondents?

... Comprehensive Today

Most contemporary campus early care and education programs provide combined, integrated delivery. Those 52% of our survey respondents described their centers' function as combining laboratory school and child care service. This is the most common type of early care and education center on college campuses today, and we call it comprehensive. This means it is integrative, it responds to multiple needs, it provides diversity of educational opportunities for children and adults, it is flexible, and it is the most rapidly evolving model of campus children's program.

...Funding Streams

Funding streams for these comprehensive centers rely on parent fees, direct institutional subsidies, fundraising efforts (including grants), and institutional in-kind support such as facility, maintenance, and utilities. The best choice for model and funding stream for an individual campus is often a mix of options based on the academic mission, demand for child care, sources of funding, and current services available in the community. Institutions must consider how to best define and meet their most compelling needs.

Regardless of the model and funding stream developed by a campus program, the excellence of that campus program is directly affected by four specific measures of quality.

...Quality

One of those measures of quality is the director. You need an experienced director, with a child development and management background, who is strong and committed. The person must NOT be a director/teacher, but have their entire position description focused on directing.

The second measure is accreditation. Our NCCCC position paper on college sponsored children's centers specifies that, as models for the communities in which they are located, campus children's centers ought be accredited by the National Academy of Early Childhood Programs. Of course we are licensed, but licensure is like a" C-", the level below which no one will fall and still operate. Accreditation is an "A", a standard of excellence self-described and attested to by professional peers.

A third quality indicator is professionally educated staff, another parameter of the position paper on college-sponsored children's centers. All staff ought have training specific to the early care and education profession, they should be both knowledgeable and experienced in the field.

Staff such as these must be paid professional salaries that reflect the expertise required to maintain excellence, subsequently diminishing the possibility of staff turnover. This employer support of professional staff is the fourth quality indicator. Professionally paid and valued staff also ought to receive the same benefits as other college/university employees, and they ought be provided with professional growth activities. Taken together, this means that university employers are model employers.

...Policy Recommendations

As those of us in this industry individually fulfill comprehensive teaching, research and service missions on our campuses, I would conclude by making two policy recommendations.

First, early care and education centers on college/university campuses should receive direct support from their institutions. This means financial support and a campus ownership that looks out for the continued support of the program.

Second, I urge institutions to sponsor programs that are high quality, which means they are accredited, and pay comparable salaries to all professional staff.

Sources

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House and Senate Agree on $15 Million for Campus Child Care

By Todd Boressoff, Public Policy Chair

Hard Work Paying Off

All of the hard work of campus child care supporters over the past months is finally paying off. In August the House/Senate conference committee responsible for the higher education appropriation came to agreement on $15 million in funding for the Child Care Access Means Parents in School Program (CCAMPIS). This is a $10 million, or 200% increase, in funding for the program.

Though there are still a number of items being contested in this broad Labor, Health and Human Services appropriations bill, none have to do with CCAMPIS. Most are policy concerns regarding the stand on education that the various players plan to take during the elections. The conference report has been written, but it has not yet been "filed." Most Washington policy experts agree that the greatest likelihood is that the full appropriations bill will be passed by October 6, when the legislators must return to their districts to campaign. But there may be a "continuing resolution" that would keep the government funded and allow legislators to postpone decisions until after the election. Under either scenario, however, no one expects the appropriation for the Child Care Access Means Parents in School program to change. Right now all we have to do is wait and see.

What the New Funding Means

What could this additional funding mean in practical terms? Last year 87 colleges and universities received awards under the CCAMPIS Program. These grants significantly expanded service for low-income and other student parents, but the grants were for four years each so none of the other institutions of higher education were able to apply. When this new appropriation finally passes, between 100 and 200 new programs will be able to receive Child Care Access Means Parents in School grants.

How the CCAMPIS Grants Work

Each college or university may apply to the Department of Education for up to one percent of its prior year's Pell Grant expenditures. Any institution with at least $350,000 in Pell Grants is eligible. Grant funds are to start-up, expand or operate campus child care programs and each grant is for four years. At least 50% of the students who benefit from grant activities must be low-income, but other children that the program normally serves may also benefit. Many more details about the grant are available on NCCCC's web page at http://www.campuschildren.org. The Child Care Access Means Parents in School Program also has a web site: www.ed.gov/offices/OPE/HEP/campisp/.

An NCCCC-Led Effort

Over the past several years, the National Coalition for Campus Children's Centers has led the legislative effort that today is the Child Care Access Means Parents in School program. NCCCC members conceived of the idea of federal higher education support for low-income student parents. We worked with legislators, especially Senators Christopher Dodd (D-Conn) and Olympia Snowe (R-ME), to draft legislation.

We joined coalitions and garnered support from organizations such as the Children's Defense Fund, the United States Student Association, the National Association for the Education of Young Children, the American Association of University Women and the National Women's Law Center. We provided support to campus leaders throughout the nation as they worked to help legislators understand that campus-based child care enables student parents and their children to succeed, and that their success leads to long term benefits not just for parents and children, but for society.

Now that we are on the brink of another victory — a tripling of the CCAMPIS appropriation — everyone that has had a part in the process should feel proud.

Chapter Chatter

Missouri and Illinois Chapter – Earline Powell reporting

The group met on August 15, 2000 at the newly expanded St. Charles Community College Child Development Center where Paula Lorio is the Director. The topic was "How to Build Community Support for Financing Center Expansions" and a presentation was made by Paula Lorio and her college's financial manager. Other Chapter members provided updates on new programs and events at their centers. One member is beginning construction of a new building on her campus that will serve 150 children. The Chapter will support that director during the start-up of the new program. Five new members were recruited for NCCCC from the group of new campus children's center directors who had attended a previous Chapter meeting.

Washington State Chapter – Jules McLeland reporting

This group organizes three meetings around the state for Chapter members, a fall training session that is offered free to staff from all centers, and a spring retreat during which they plan the coming year's activities. We usually have about 100 staff members attend the fall training session from campus children's centers around the state. This year the fall retreat was held on September 8, the three business meetings will be held November 3, January 19 and March 2, and the spring retreat will be on May 17 and 18.

Council of California State University Children's Centers – Fran Roth reporting

This group has been meeting twice a year for close to twenty years, once in the northern part of the state, once in the southern part. The main purpose is mutual support and education, with speakers on topics such as employee policies, child care law issues, early literacy, etc. Last spring we held our first joint meeting with the University of California child care programs, established a listserv and plan further joint meetings to address advocacy at the state level.

Join NCCCC on a 2001 Empire State Odyssey!

by Todd Boressoff, 2001 Conference Co-Chair

For the first time ever, the National Coalition for Campus Children's Centers annual conference will be held in New York City. From March 28 through March 31, 2001, directors, teachers and other campus leaders from around the nation will descend on New York for what is agreed to be the best conference for campus-based child care and early childhood education. The conference committee and the NCCCC Board of Directors invite you to come "Nourish Yourself in the Big Apple"

Highlights of the 2001 conference include:

Augusta Sousa Kappner, President of Bank Street College, will be one of the keynote speakers. Dr. Kappner's background is especially appropriate for an NCCCC conference. Not only is she the president of a highly esteemed institution that focuses on early childhood education, but she also played an essential role in cultivating a campus child care center and establishing its family child care network when she was president of Borough of Manhattan Community College. Dr. Kappner also spent time in Washington, D.C. as Assistant Secretary of Education for Vocational and Adult Education. Few individuals possess Dr. Kappner's depth and breadth of insight into campus-based children's programs.

Suzanne Carothers, a charismatic educator who has taught at New York University (NYU), Bank Street and City College of the City University of New York, will be the keynote speaker at the special session on Wednesday: Teachers' Day. Board member Sherry Cleary has written about Suzanne Carruthers on page 1.

The Conference will also feature a number of pre-conference intensive sessions, tours of urban college children's centers, and a variety of early childhood exhibitors and multi-cultural craft vendors. NCCCC plans to present awards to Senators Christopher Dodd and Olympia Snowe, the original co-sponsors of the Child Care Access Means Parents in School legislation, and both legislators have expressed an interest in joining us.

The Conference hotel is the New York Marriott – Brooklyn. Brand new and already featured twice in the New York Times, it is just the right fit for our conference. Room rates are quite reasonable at $169, and with three airports that are hubs for numerous airlines, flights to NYC are usually affordable as well. Conference registration fees are as follows: $325 for members, $375 for non-members; an additional $75 for a pre-conference intensive and $125 for the Teacher's Day.

So, come to New York. Come for the architecture, the rivers and the theater (We're seeking Lion King tickets). Come for jazz, art, parks, vistas, and, of course, shopping. Come for our extraordinary diversity. A visit to New York City is, in and of itself, a profound growth experience.

What really makes the National Coalition for Campus Children's Centers Conference so special for most of us are the other participants. At no other conference in America do those involved in quality campus early childhood services feel more validated and more at home. The keynote speakers, the workshops, the intensive sessions – even the luncheon conversations – all directly inform our work in campus-based children's centers. What you learn here you will put to use. So make your reservations, work on your deans, prepare your budgets and join us this spring in New York City.

For more information about NCCCC's 2001 conference, contact the conference chairs:

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NCCCC DIRECTOR OF THE YEAR GUIDELINES

Purpose: To promote campus children's centers through an annual award that acknowledges an outstanding campus child care director, rewarding excellence, providing further benefit to NCCCC members and publicizing the field to institutions, professional societies and the general public.

Description: One campus children's program director will be named the 2001 NCCCC Director of the Year. Directors receiving Honorable Mention awards will receive a letter of commendation from the NCCCC President (with a copy to the president of their institution).

Award: The Director of the Year will receive the following: an engraved plaque; letter of commendation from the NCCCC President (with a copy to the president of the recipient's institution); one conference admission to the next NCCCC annual conference; a press release to the Chronicle of Higher Education and local media; a brief profile in the next NCCCC Newsletter.

Eligibility: Only current NCCCC members in good standing will be eligible. Current Board members and Director of the Year Committee members are not eligible.

Timeline: Awards will be presented at the Coalition's 2001 annual conference.

Nominations: Nomination will be accepted from anyone affiliated with an institution having a campus program for children. Only completed applications received by the deadline will be considered. NCCCC retains the righ: to reject any application and not to make any award in a specific year. Nominations MUST include the following to be considered: 1) completed Nomination Form, 2) a minimum of two letters of institutional support (can include faculty, Deans, parents from the center, campus administrator, for example), and 3) one letter from the director of a children's center. One letter MUST be from a current NCCCC member.

NCCCC DIRECTOR OF THE YEAR NOMINATION FORM

Directions: Type or print clearly. Please complete the entire form, attach with letters (see Guidelines) and return to the address below. **Nominations MUST be postmarked by FEBRUARY 15, 2001**

NCCCC Director of the Year
Associated Students Child Development Center
San Jose State University
460 South 8th Street
San Jose, CA 95112
Phone: (408) 924-6988 Fax: (408) 924-6999

Name of Director _____

Name of Institution _____

Address of Institution _____

Name of President of Institution: _____

Work Phone: _____

Fax: _____

E-mail: _____

Name of Children's Center: _____

Name of Nominator: _____

On a separate sheet of paper, address the following questions:

1) Why are you nominating this director?

2) Briefly describe his or her Program.

3) What is this Director's most unique feature?

4) What evidence can you provide of the quality of this director's work?

Join NCCCC at NAEYC in Atlanta!

NCCCC members will be making a number of presentations at the NAEYC conference in Atlanta. Summaries of these events are provided below. Come join your campus children's center colleagues! All presentations will be held at the Georgia World Conference Center unless otherwise noted.

Wednesday, November 8 Pre-Conference Sessions

The Kaleidoscopic World Of Campus Child Care Directors: The Intricacies Of Campus Politics, Budgets And Working With Students, Parents, Staff And Children.

NCCCC Board Members
9:00 a.m. – 12:00 noon

This seminar will allow participants to explore components of successful work as a director or teacher in a campus child care center. Through presentations and discussions, campus children's center directors will share techniques and strategies used to provide high quality programming for children and families; provide practicum teaching experience for college students; recruit and retain students, staff and faculty; support the institution's mission; maintain a positive relationship with the campus community; and manage a well-run campus department.

During the three-hour presentation participants will learn about the necessary personal characteristics, skills and training required to fulfill the various roles of directors and teachers in campus child care programs. This presentation will allow directors and teachers from campus child care centers to learn how to manage the many roles required of them in their programs.

The Intergenerational Approach: Global Reach In The New Millennium.

Shelley Levin, Oakton Community College, Des Plaines, Il; Wini McDuffie, Senior Neighbors of Chattanooga, TN; Robyn McBroom, Intergenerational Coordinator, IL; and Amy Goyer, AARP, Washington, DC
12:30-4:00 p.m.

In this session conferees will learn about a variety of models that enrich the lives of young children and older adults through the intergenerational approach. The session will cover the role of visual and written documentation in an intergenerational classroom, the impact seniors have on young children's classroom communities and how the culture of the classroom influences the behavior of older adults.

Presentation panelists will each "tell a story" through photographs, videos, and the original literature of intergenerational program participants. One story will tell about an agency initiative to bring spirituality into the lives of foster children. Another tale will disclose how older volunteers enriched their quality enhancement grant activities by using cameras and computers in a campus-based early childhood center. A third tale will be about the relevance of history to what we do in our programs and why what we do has meaning to the program participants. Discussion and reflections will be invited and encouraged throughout this session.

Helping Head Start Teachers And Child Care Providers Become Successful College Students: Strategies For Beginning And Completing Associate And Bachelor Degree Programs.

Moderated by Carla B. Goble, Tulsa Community College, Tulsa, OK, and Anne K. Bomba, University of Mississippi
Panel Members: Rebecca Dow, Melba Douglas, Norma Sandy Pope, Barbara O'Neal, and John Kelly
12:00 noon-4:00 p.m.

This panel presentation by Head Start teachers, childcare providers and their college professors will discuss the issues, joys, frustrations, and strategies for successfully beginning and finishing associate and bachelor degree college programs. With the increased educational requirements now mandated for early childhood professionals, issues involving academic success are extremely relevant. This discussion will focus on issues faced by returning and first-time college students. It will provide strategies and suggestions for success.

THURSDAY, November 9

Director Credentialing — Who's On First? Moving Toward National Guidelines On Director Credential Content.

Pam Boulton & Chip Donohue, University of Wisconsin-Milwaukee; and Carol Sharpe, Pacific Oaks College, CA
Omni Hotel at CNN Center, 8:30-10:30

This presentation will give an overview of current child care director credential programs and look for agreement and diversity in content. The presentation will also explore the possibility, advisability and desirability of publishing "recommended" content guidelines.

Ethics In Early Childhood Teacher Education: Identifying Core Values, Focusing On Responsibilities, And Resolving Dilemmas.

Nancy K. Freeman, University of South Carolina-Columbia; Anne G. Dorsey, University of Cincinnati, OH; and Toni Ungaretti, Johns Hopkins University, Baltimore, MD
Omni Hotel at CNN Center, 1:30-3:30 p.m.

During this two hour seminar presenters will describe the dilemmas commonly faced by teacher educators and identify the unique ethical responsibilities they accept. Participants will be encouraged to join small group discussions to articulate agreed-upon core values that guide our work with pre-service and in-service early childhood educators. This session will contribute to NAEYC's efforts to build and strengthen collegial relationships between two- and four-year institutions, as well as between early childhood teacher educators and those working with students preparing to work with exceptional children.

Child Care Administrative Software To Better Manage Programs For Young Children.

Michael Kalinowski, University of New Hampshire
4:00-5:00 p.m.

This session will introduce participants to the administrative uses of computers, and help them decide whether child care administrative software packages are appropriate for their needs, or whether existing business software packages are sufficient. Some advantages and disadvantages of both options will be described.

One-On-One Dialogue

Todd Boressoff, Borough of Manhattan Community College, NY
NCCCC Conference 2001 Co-Chair
5:30 – 7:00 p.m.

This session provides an opportunity to exchange information and ideas with a member of the NCCCC Board. It is also a good opportunity to get the latest information about NCCCC public policy activities and the upcoming conference in New York City.

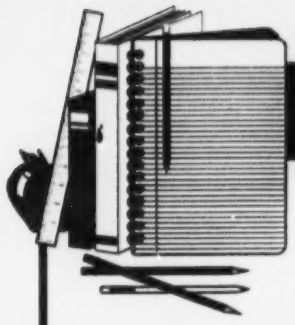
FRIDAY, November 10

Strategies for Successful Community College and Head Start Collaborations for Attainment of An Associate Degree.

Jackie Hill, Chattanooga State Technical Community College, TN; Marcia Manter, Community Development Institute, Region VII Head Start; and Marsha Swanson, Iowa Lakes Community College, IA
1:00 – 2:00 p.m.

Head Start staff across the country are returning to the college classroom to complete an associate degree as mandated by the Head Start Re-authorization Act. Exploration of ways to maximize success of staff in an academic environment will be shared. Participants will be engaged in dialogue about ways in which Head Start staff are involved in the academic environment in their part of the country. Career advisement is a critical aspect of a teacher's success. Ways in which Head Start staff can be advised to achieve individual career goals and meet the federal requirements will be explored and discussed.

Children at work at the Early Childhood Center, Borough of Manhattan Community College, New York, NY.



TEACHER'S TOOL BOX

THE ART OF MENTORING STUDENT TEACHERS

Campus children's centers often share their expertise and space with higher education students. It is a privilege to have such a significant influence in shaping the future of the early childhood profession. Managing a list of numerous responsibilities is often characteristic of the work we do and adding the responsibility of mentoring a student can be challenging when time is already at a premium. With thoughtful use of time throughout the day and collaboration among staff members, mentoring students can be a rewarding challenge that invigorates your program. Students will not only benefit from your efforts, but acting as a cooperating teacher enables us to reflect upon and reaffirm our commitment to excellence in our field.

Establishing Rapport and Setting Expectations

From a student's first contact with his or her cooperating teacher or mentor, it should be clear that the internship is a professional experience. Mentors should request any pertinent information about the student's educational program that will help develop a framework of expected learning objectives and competencies, like a course syllabus or evaluation tool. To build rapport, inquire into the student's past experiences, future plans and what he or she would like to gain from the experience. The cooperating teacher should share professional information about him or herself including his or her position in the program, educational background and experience as well as clarifying his or her role as a mentor.

A well-organized orientation at the very beginning of a practicum serves to introduce students to your center's philosophy, as well as what your expectations are of them during their time with you. An outline prepared in advance will help to ensure that you cover topics to help the student become acquainted with the new setting and learn about the culture of the center and classroom. It should include information about the program's philosophy, a typical day's schedule and review of basic procedures and policies like hand-washing, sanitation measures, location of first-aid materials, fire drill protocol, and confidentiality.

Cooperating teachers should review practicum requirements with the student and articulate their expectations regarding attendance, professional conduct, and the desired degree of involvement in the day-to-day activities of the classroom. Often students are uncertain about how to get involved in the classroom or how to begin to interact with the children. A cooperating teacher may need to gently guide a student to get at the children's level or on the floor when interacting with them, or perhaps draw attention to the importance of supporting a child who is trying to serve himself rather than doing it for him right away.

Help the student develop a sense of belonging by pointing out where to store personal belongings, find the nearest restroom or display attendance sheets. An empathetic mentor is very helpful in establishing trust with the student as he or she begins to understand his or her role in the classroom.

Shaping the Experience

Mentors need to be knowledgeable and articulate about the center's philosophy and the characteristics that distinguish it as an excellent program for children and families. Creating a guide for students that lists these key components ensures that these areas are addressed in the time the student spends at the site.

Referring to the student's syllabus and list of requirements, the cooperating teacher should draw up a tentative schedule for the student's internship. For example, the focus of the first week may be the value of play to learning, and supporting children's free play. The second week might focus on responsive teacher-child interactions and positive language. The third week might be designated for covering specific developmental issues related to the age group, such as biting or toileting independence.

Remember that there is a high level of activity in most early childhood classrooms; the student will need guidance in focusing his or her observations and learning how to participate most appropriately or effectively contribute, once a topic is addressed. If the first week's topic is the value of play to learning, the mentor might ask the student to observe for 15 minutes and record all the ways children's social development has been promoted through free play. The student's observations and comments then serve as a topic for a follow-up discussion with their mentor.

The topics addressed on a weekly basis should extend the information the student is covering in their classes, leaving them with a more in-depth and complete understanding of child development and appropriate practice. For example, often students will receive general information about how to appropriately handle challenging behaviors in children but may never intimately discuss how to talk to parents about such sensitive issues in a supportive way. Your expertise, and the opportunity to watch you model appropriate practices, will augment the student's coursework.

Be sure to organize the topics you cover in such a way that students can make connections from one week to the next, and so they reflect an increasing expectation for involvement, as the student gains experience and knowledge. One way to get students more actively involved in their practicum is to develop assignments that extend the topics you cover, and those discussed in their courses. For example, after allowing the student time to become familiar with the children's strengths and interests, and after having discussed the value of play to learning, introduce activity and environmental planning. The mentor then might require the student to prepare "teacher-made" material like a folder game, matching activity or tactile toy.

Often components critical for professional development must be added to the student's syllabus. For example, it is highly appropriate to expect students to write newsletter articles, attend teacher meetings and sit in on a parent-teacher conference or a parent intake session, as possible. Assignments like these reflect the scope of the work early childhood teachers do and the skills they should develop. They challenge students to use their knowledge and growing experience in practical ways and are essential to a rich practicum experience.

It is highly recommended that the mentor provide additional resources on the topics addressed in the syllabus to enrich the experience the student has in the classroom. For example, the mentor might provide an article on the value of open-ended art experiences for young children or share a parent handout on separation strategies. One approach that helps teachers save time when mentoring a student, is the creation of a resource file. You can use a ring binder with tabbed dividers to store a collection of frequently used articles and handouts. These are readily accessible to students while in the classroom.

Communication and Conferencing

Teachers are often hard-pressed for time and regularly scheduled times for conferencing may be sacrificed in light of other responsibilities, but consistent communication is fundamental to the student's success. Despite the challenge of planning time for meetings, mentors can make use of the following ideas to keep the lines of communication open.

- A mentor can engage in "talk alouds" where they explain the importance of what they are doing as it happens, relating how it contributes in the greater picture. For example, "I am encouraging the children to serve themselves because it allows them to have control over choices as well as develop their motor skills and self-confidence to solve problems."
- The use of a journal is also very effective. Whether the student selects his or her own issues to write about or responds to questions posed by the mentor, this method allows for continuous discourse and feedback about the progress of the practicum.
- Finally, mentors might want to keep all staff updated on topics covered and current goals for the student. The other staff in the classroom can make observations and be a source of feedback on the student's progress as well.

Ideally, cooperating teachers should conference with the student on a weekly basis. Conferencing ensures that the student is clear about how his or her performance is progressing in relation to the mentor's expectations. Goals and requirements should be reviewed to determine if they are being adequately met from both the student's and the mentor's perspective and, when necessary, modifications should be made to the original schedule.

It is critical that students receive feedback and support in a timely manner and on a consistent basis, as opposed to being assessed at the mid-point or end of their practicum. This allows both the cooperating teacher and student to take action promptly to make certain the student gets the most from his or her experience. Mentors should share anecdotal records and observations of the student's work, keeping comments constructive by focusing on strengths.

Provide positive guidance by asking thought-provoking questions that help students learn how to reflect on and improve, their own work. For example, "The children really seemed to be interested in the finger painting activity you organized. How else can you extend that activity to teach new concepts?"

Reinforcement also needs to be descriptive rather than vague, making sure to draw attention to the impact or value of the student's actions. Over time this selective reinforcement will help students identify their strengths and shape their behavior towards desired directions. For example, "You must have sensed Tara was getting frustrated by trying to open the jar, but you offered her only minimal assistance. She must have had a real sense of accomplishment from being able to finish the job herself!"

A student's practicum experience should be as rich as possible. With thoughtful planning and commitment to achieving this goal, both the mentor and the student thrive.

by Stacy Lewis, University Child Development Center, University of Pittsburgh, Pittsburgh, PA

A child at work at the Early Childhood Center, Borough of Manhattan Community College, New York, NY.

Board Creates a New Membership Category

By Fran Roth, Membership Committee Chair

In your membership renewal packets, you will notice that the membership categories have changed somewhat. The Institutional Membership category has been deleted and a new category, called Multi-Site Membership, has been established. We felt that this would better meet the needs of certain of our members.

In our discussions, the Board recognized that some campuses are host to more than one children's center, and that some higher education systems are comprised of more than one campus. Our intent was to create a membership category that addresses these realities, so that those centers can join NCCCC from a central office as part of a campus or system. Each center that joins at the multi-site rate still needs to fill out the Membership Form, and each center will receive all the benefits of a regular center membership. In addition, the Central Office will get a copy of the newsletter and a membership directory.

The Center and Individual categories remain the same. If you need additional information or would like some clarification about this new membership category, please feel free to call the Central Office at (312) 431-0013 or (800) 813-8207.

Campus children's centers make such a difference in the world of early care and education. Join us … we look forward to hearing from you!

REMEMBER TO VOTE

In October, all members will be receiving a ballot to vote for the new NCCCC Board Members-at-Large. The June issue of Campus Children's Centers News ran the candidates' statements explaining their interest in serving on the Board. The new Board members will assume their leadership role at the Spring 2001 National Conference in New York.

Please take the time to vote for the following candidates:

Elena Aguirre,
University of New Mexico, NM

Mark Bittner,
University of Wyoming, WY

Tim Dunnuck,
Indiana University, IN

Jacqueline Jones,
University of Memphis, TN

Terri Kosik,
University of Notre Dame, IN

Sandra Pope,
Purdue University, IN

Latrella Thornton,
City College, NY

Sherry Waugh,
University of Nevada, NV

NEW OFFICERS ELECTED TO LEAD NCCCC

By Nancy Sayre, Nominations Committee Chair

The NCCCC Governing Board selected officers during its summer meeting in Chicago. These new officers will begin their terms following the annual conference in March 2001, in New York.

President-Elect: Sherry Cleary, University of Pittsburgh. She will serve one year each as President-Elect, President and Past President. Sherry is currently the Acting Treasurer.

Treasurer: Pam Kisor, California State University - Los Angeles. Pam is currently the NCCCC Budget Chair. She will serve a two-year term as Treasurer.

Secretary: Gail Solit, Gallaudet University. She will serve a two-year term. Gail is currently Acting Secretary, completing the year due to a resignation.

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Issue Editor: Sherry Cleary, University at Pittsburgh, Pittsburgh, PA

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TEACHER'S TOOL BOX

NUTRITIONAL MONSTERS

The lid opens sluggishly with a chilling, creaking sound revealing monsters that can cause the slow destruction of humans! Each monster is disguised in a variety of colorful containers, yellow boxes, fluffy pink balls, clear plastic containers revealing shocking shades of blue, green, and orange liquid, and glittering gold and silver wrappers. This is not the opening scene in a B-rated horror movie but rather a scenario that is played out daily at lunchtime in early care and education settings throughout the United States. The foods parents select and send in their child's lunchbox, disguised in colorful and clever packaging, are leading to obesity that is correlated with, or is the cause of, several major chronic diseases such as arteriosclerosis, diabetes, stroke, coronary heart disease, and a form of diabetes. The majority of children between the ages of two and five years consume more cholesterol, total fat and saturated fats than is recommended. This type of diet can lower the quality of a child's life and is correlated with an increase in medical costs as the child ages. Diets for infants, toddlers, and young children must provide the right balance of fat, as well as protein, carbohydrates and other nutrients to promote growth and a healthy body, but not enough to cause obesity.

A healthy diet for infants, toddlers, and young children should provide sufficient amounts of nutrients appropriate to the age and developmental level of the child. The Food and Nutrition Board of the National Academy of Sciences has established Recommended Dietary Allowances (RDA). The RDAs provide guidelines for the average daily intake of protein, vitamins, and minerals (based upon age, weight, and height) necessary to maintain good nutrition and health. The RDAs for many nutrients increase with age, but some such as calcium, decrease with age. When planning diets for young children, it is necessary to follow the recommended dietary allowances and to know the nutritional content of foods. Food labels can assist parents and caregivers in this process and should be read extensively and compared to the RDAs for the age of the child for whom the food is to be served.

Parents and educators of young children are often pressed for time. Reading labels and comparing that information to the requirements may be beyond the time constraints of many individuals. The Food Guide Pyramid is a quick and easy reference that can simplify decision-making when planning daily meals and snacks. Six distinct food groups are identified: grains (at the base of the pyramid), vegetables, fruits, dairy (milk, yogurt, and cheese), protein (meat, poultry, fish, dried beans, and nuts), and additional foods (fats, oils, and sweets) which are located at the tip of the pyramid.

The Food Guide Pyramid also illustrates the three principles of variety, balance, and moderation. No single food can provide all of the nutrients that children need to develop and promote healthy lifestyles. The greater the variety of foods that a child eats, the greater the chances that the child will consume essential nutrients. The diets of children in the United States exceed the recommendation of the Food Pyramid for fat and added sugars. The monsters in the lunchbox clearly show that our diet follows an "upside down pyramid ". In addition, children often do not meet the pyramid recommendations for the other food groups, especially grains, fruit and dairy products. These foods are the foundation that balances the other, smaller food groups. Finally, moderation in portion sizes is necessary to maintain a healthy lifestyle; we need to learn to say, no to "biggie" and "super" size portions. Infants, toddlers and preschool children need smaller portions than older children and active adults.

The brightly colored foods in the lunchbox are a danger to young children. Chemicals used as coloring agents, flavoring agents, or preservatives may cause toxic, carcinogenic or allergic reactions. These additives should be avoided as well as high fat content foods. When the lunchbox lid opens we should see vegetable soup, turkey on whole-wheat pita bread, milk, and an orange not fat, colored monsters.

By Nancy E. Sayre, Ph.D, Clarion University, Clarion, PA

Sayre, N.E. & Gallagher, J.D. (2001). The young child and the environment. Needham, MA: Allyn & Bacon